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## Career-bound and place-bound orientation of educational executives : implications for organizational role change in the education of the deaf

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**CAREER-BOUND AND PLACE-BOUND ORIENTATION OF EDUCATIONAL  
EXECUTIVES: IMPLICATIONS FOR ORGANIZATIONAL ROLE CHANGE IN  
EDUCATION OF THE DEAF**

*The College of William and Mary in Virginia*

Ed.D. 1985

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CAREER-BOUND AND PLACE-BOUND ORIENTATION  
OF EDUCATIONAL EXECUTIVES:  
IMPLICATIONS FOR ORGANIZATIONAL ROLE CHANGE  
IN EDUCATION OF THE DEAF

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A Dissertation  
Presented to  
The Faculty of the School of Education  
The College of William and Mary in Virginia

---

In Partial Fulfillment  
Of the Requirements for the Degree  
Doctor of Education

---

by  
Karen M. Noteboom Bellefleur

May 1985

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IMPLICATIONS FOR ORGANIZATIONAL ROLE CHANGE  
IN EDUCATION OF THE DEAF

BY

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## DEDICATION

This work is dedicated to  
Philip Arthur Bellefleur, Ph. D.,  
whose life and superintendency  
were the inspiration for this research.

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## CHAPTER 1: INTRODUCTION

### Statement of the Problem

The "Education for All Handicapped Children" law has had a significant impact on school systems dependent on public funding since its passage as Public Law 94-142 one decade ago. This law, in effect, guaranteed every child a free, appropriate education in the least restrictive environment. It has had the equivalent effect of a pebble tossed into a placid pool of water with a myriad of ripple effects characteristic of social legislation. In this particular case the population affected directly was manifold: children with various special education needs; and, by extension, numerous service providers meeting the educational demands which were mandated by federal law, monitored by state regulations, and implemented by the local school systems. Special education services offered by local education agencies expanded rapidly. Considering the many interpretations and re-interpretations attendant to such a law, changes in educational systems became nearly regular occurrences themselves.

The energy set in motion by the rippling effect has had far-reaching consequences. For a population of hearing impaired children who prior to 1975 had been educated in residential schools for the deaf, a major question arose as to where they would continue their education. For many the choice of living at home and attending

local school programs readily replaced the residential setting. While all service providers were confronted with serious changes in programming because of shifting populations, the role of the superintendent of the residential school was especially challenged by the new legislation. Change was essential to professional survival.

Many children were able to shift academically to the local public schools, yet many more seriously handicapped children in need of services were identified by the local school systems and referred to the residential schools. These were largely multihandicapped children whose primary disability was deafness but who had other physical or emotional disabilities as well. Administrators of the residential schools realized their organizations would be able to survive by providing new services to children heretofore largely ignored by the educational system. However, the shift in the population to be served was tantamount to adapting a new mission for many residential schools for deaf children. Where once academically inclined college-bound and vocational students filled the classrooms and the sports programs, superintendents and their boards of directors took a longer view of the implications of social changes and made decisions about implementing program changes.

Leaders in the Conference of Educational Administrators Serving the Deaf (CEASD) as well as other organizations interested in educating hearing impaired children called for adjustments in curricular programming to meet children's individual needs. Because residential



schools generally have a concentration of expertise in areas of hearing impaired administration of deaf education, assessment, and teaching, they had new supportive roles to provide to local school districts. Roles were changing, not disappearing. What remained to be seen was how executives of residential schools serving the hearing impaired would implement change, and if so, would they do this rapidly enough to avert extinction of their educational programs?

There are times when change is critical to an organization, and times when it is not. Research conducted since 1961 on the topic of how an individual views his career, or career orientation, has linked such a concept to change implementation (Carlson, 1961; 1972). Richard O. Carlson (1972) identified two kinds of executive successors based on research findings of public school superintendents: career-bound and place-bound. The career-bound individual he defined as being one who ascends to the executive position from outside the containing organization; the place-bound person is one who achieves that position from within the organization. Career orientation research has indicated that organizational change implementation and factors related to the propensity for change are more closely related to the career-bound than to the place-bound orientation. Therefore, there are times when one type of executive may benefit an organization to a greater extent than another.

Career orientation differs somewhat from the concept of tracing career paths along routes to a particular position. Career path studies focus on the identification of positions held preceding

entry into particular positions while career orientation concentrates on the behavior an individual exhibits in carving out a career. Factors of commitment to pursuing a position, mobility in achieving that goal, reference groups used to monitor one's progress, and contributions to one's field as well as positions held are all important to the concept of career orientation.

The purpose of this research is to determine how career orientation affects the professional role of educational leaders in residential schools for the deaf; and how in turn this influences their organizations and their contribution to their profession. Institutional change, precipitated by movements within the society, is inevitable over the course of time. Moreover, the major factor is not whether the change is beneficial to a particular constituency. The important factor is that conditions exist for change to occur and adaptations are made by the institutions. To attempt to deter a wave of social change, particularly one having legislative support and thus popular support, is futile (Finn, 1978). If futile, it is also unproductive. Administrators' attempts to adapt to radical change while maintaining their school's identity of serving hearing impaired children have resulted in productivity which can be measured in terms of new educational programs and community services implemented. Therefore, this study seeks to determine whether qualitative and quantitative differences exist among career-bound and place-bound superintendents and what these have meant to the administration of educational programs since 1975, when PL 94-142 was enacted.

Residential schools for hearing impaired children are not unlike administrative structures of other educational units. They can be, for example, public or private, they may be governed by boards, or come under the jurisdiction of departments of education or other state agencies. Sometimes they fall under the control of local education agencies. They may receive state or federal funding, and are thereby accountable to external forces similar to those of most educational institutions. They have a constituency dependent upon the nature of their expert services, and they are accountable to that constituency and to affiliated external publics. Like institutions of higher education, they are concerned with residential services and related management issues of a similar nature.

Higher education, with its history, varied curricular structures, and its relationship to social needs and policy development, provides the framework for this study of residential schools. While many differences exist between higher education and deaf education services, there are similarities. The same may be said for local educational programs and deaf education units. As was indicated above, distinctively different educational units have many concerns in common. Although they differ in detail, their shared concerns include governance, public policy and legislation, funding, population, curricula, and accountability.

Local education administrative units have been studied in terms of career orientation of its executive leaders, while heads

of university and residential schools of the deaf have not. The application of Carlson's career orientation construct to higher education was suggested by Roald F. Campbell 23 years ago (Carlson, 1962). The application of the construct to a distinctively different educational administrative group, administrators of residential deaf education, may facilitate subsequent research for other educational organizations.

To understand the superintendents of schools for the deaf in terms of formal training, career experience, and professional activity, research is needed to go beyond what is currently available in the literature. Collectively, this group achieves visibility through its professional organization, the Conference of Educational Administrators Serving the Deaf (CEASD). An annual directory published each April by the American Annals of the Deaf contains information as to superintendents' highest degree earned as well as current position and title held. However, there is no single work describing the formal training and sequential career experiences contributing to the attainment of their positions. In terms of professional activity, records of professional meetings provide some indication of the degree to which superintendents are involved in the official work of their professional organization. Yet such a review fails to provide an adequate profile of the professional involvement of the superintendent individually.

The designation for CEASD represents a change subsequent to the passage of PL 94-142. Prior to 1980, the official name of the

organization was the Conference of Executives of American Schools for the Deaf. The latest designation for CEASD, the Conference of Educational Administrators of the Deaf, better describes the greater constituency now comprising the membership of the organization. The change in name and expanded membership, in part, was a consequence of PL 94-142. The change reflects society's trends to de-institutionalize special educational programming.

An examination of the professional activity in the original sector of CEASD, i.e., primarily superintendents of residential schools for the deaf, is needed to determine if they are still participating in some capacity in higher education preparation of future teachers through either teaching, research, or service. Hence, are they continuing to influence standards and regulations for teacher training individually or through their professional organization of CEASD? Of those who are exercising such professional leadership, what is their career orientation, i.e., career-bound or place-bound?

The contribution to deaf education of superintendents in these schools has existed historically on two levels; the local and the national. Locally, superintendents' contribution has been to a regional geographic area as administrators of state or regional schools for the deaf. Nationally, they meet as a leadership organization, the CEASD, to conduct business regarding the issues related to deaf education.

By examining the career orientation of superintendents of residential schools for the deaf, insights may be gained as to how

such a construct translates into priorities of educational management and professional contribution benefitting higher education. Do superintendents attempt to institute change at the local level as recommended at the national level, i.e., through their professional organization, CEASD, and can the concepts of career- and place-bound orientations to career discriminate how leaders react to calls for change? Finally, do they contribute directly to the teaching, research and service missions of higher education for the benefit of future colleagues and for progress in the field at large?

In order to understand the relationship between the superintendent and his professional contribution to education, the following empirical research questions are posed:

1. How does the superintendent of a residential school for the deaf pursue his career in terms of career-bound (professional) and place-bound (institutional) commitment?

2. Does a career- or place-bound orientation to career differentially affect a superintendent's attitude toward instituting change within his educational organization?

3. Does the career-bound superintendent participate more frequently in activities related to higher education's purposes of research, teaching and service in teacher preparation efforts than does the place-bound superintendent?

4. Does career orientation differentiate educational leaders' activity in their professional organization, the CEASD?

### The Conceptual Framework

Richard O. Carlson studied the patterns of school superintendent succession in the late 1950's, the results of which were published in his monograph, Executive Succession and Organizational Change (1962). His 1972 work, School Superintendents: Careers and Performance, expands on the concepts of the earlier work. In each, Carlson describes a dichotomy representing the paths that superintendents take to achieve their leadership positions in school districts. He claimed simply that a superintendent appointed from inside the district is said to be "place-bound" while a superintendent appointed from outside the district is said to be "career-bound".

The insider-outsider dichotomy did not originate with Carlson, however. Gouldner (1957) was one of the earliest to write about these differences. He studied social roles within a small college faculty and found two basic roles among them. These he labeled "locals" and "cosmopolitans". Gouldner defined "locals" as being loyal to the employing organization, low on commitment to specialized role skills, and likely to have an inner reference group orientation. "Cosmopolitans" exhibited low commitment to the employing organization and to specialized role skills, and were likely to have an outer reference group orientation. While the distinction is not exactly the same between locals and cosmopolitans as between place- and career-bound orientations, the similarities are apparent.

The two categories of career origin have been addressed in the medical field as "home guard" and "itinerant" and

in Marvick's reference to a federal agency as "institutionalist" and "specialist" (see Carlson, 1961). All of these terms have only a slight variation in definition in accordance with the insider-outsider dichotomy.

Although various terms describe similar concepts, their dichotomous nature is important to the organization. A vacancy occurring in a key organizational position, such as that of college president, a superintendent of public schools or of a special school, requires that those charged with selecting a replacement decide whether to promote from within or seek an outsider to fill that position. The choice made will have consequences for the organization in terms of the disturbance caused by the change-over as well as in the style of leadership exhibited by the replacement (Carlson, 1962). Given the mandate of PL 94-142, the change in role assigned to residential schools for the deaf by this legislation will be administered by the superintendent. According to Carlson's theory the superintendent may consider changes for the organization according to his own career orientation.

Reference group theory is based on the premise that attitudes and actions are generally shaped by groups with whom people interact. It is important in describing the careers of place- and career-bound superintendents because reference groups may influence the work of an individual, thus contributing toward the development of an individual's standards (Kelley, 1952). Such groups can be placed in a hierarchy in terms of their importance to an individual (Carlson, 1972). Kelley



indicates two orientations to the reference group. The comparative reference group serves as a standard of comparison against which an individual judges self and others; the normative reference group establishes and maintains standards for an individual, serving as a source of the values he assimilates (Kelley, 1952).

In summary, examining the career orientation of superintendents of residential schools for the deaf may reveal insights as to how such a construct translates into priorities of educational management and professional contribution benefitting higher education. Do superintendents attempt to institute change at the local level as recommended at the national level, i.e., through their professional organization, CEASD, and can the concepts of career- and place-bound orientations to career discriminate how leaders react to calls for change? Finally, do they contribute directly to the teaching, research and service missions of higher education for the benefit of future colleagues and for progress in the field at large?

#### Definition of Terms

Career orientation: classification as career-bound or place-bound.

Career-bound: one who is promoted from outside the containing organization and who puts career above place of employment.

Place-bound: one who is promoted from within; one who puts place of employment above career as a superintendent.

#### General Hypotheses

1. Executives of residential schools for the deaf will exhibit career-bound and place-bound tendencies in the ratio of approximately

2 to 1, the same ratio as is found among public school superintendents, and will exhibit the following characteristics:

- a. Career-bound superintendents tend to commit earlier to the superintendency as evidenced by their obtaining more advanced degrees earlier in their careers and in full-time studies more often than place-bound superintendents, as well as holding more types of certification and entering the first superintendency position at an earlier age than place-bound individuals.
- b. Reference groups for career-bound superintendents tend to be external to the organization while for place-bound superintendents such groups tend to be internal to the organization.
- c. Place-bound superintendents tend to hold the position of principal prior to their first superintendency position more often than do career-bound superintendents.
- d. Salaries of career-bound superintendents tend to be greater than salaries of place-bound superintendents.
- e. Career-bound superintendents are more mobile than place-bound superintendents and superintendents in public institutions are more mobile than those in the private sector.

2. The executive leaders of residential schools for the deaf having a career-bound orientation indicate a greater tendency to plan for institutional change than do place-bound executives.

3. Career-bound executives will tend to contribute more to the higher education training of future educators of the deaf through teaching, research, and service than place-bound executives.

4. Career-bound executives assume a more active role in their professional organization, the Conference of Educational Administrators Serving the Deaf (CEASD), than do place-bound superintendents.

#### Sample and Data Gathering Procedures

The target population in this study is the group of superintendents of public and private residential schools for the deaf in the United States. Because there are only 66 such positions, the entire population was surveyed by questionnaire. The population was identified by information provided by the American Annals of the Deaf directory, April, 1984, a source which identifies the superintendents of residential schools for the deaf and their mailing addresses. Public and private designations are provided as are designations of schools as residential or day only.

The data gathering procedure was based on the Total Design Method (TDM) by Dillman (1977), a method purporting to have high reliability as an effective method for obtaining high response rates. The survey instrument was pilot-tested and recommended changes were taken under advisement and implemented where possible. In addition to the survey method of data collection, additional information from professional organization proceedings, professional publications, and interviews--as necessary--were used to support the data gathering procedures. The

confidentiality of participants in the study was guaranteed and respondents were offered summaries upon completion of the study.

#### Limitations of the Study

The limitations of this study include:

1. a relatively small population (66) who have not been studied in depth as a professional group for demographic information;
2. limited generalizability to superintendents in other settings than residential schools for the deaf;
3. the nature of the survey method. While qualitative research and interview data are an integral part of this study, the survey method is dominant in the obtaining of new information. Limitations to the survey method include a consequence of non-response; potential bias resulting from the design and wording of the questionnaire; the possibility of unreliability or lack of validity of the techniques used; possible interviewer bias; respondent unreliability, bias, ignorance, hesitance; possible bias in the recording and coding of response errors in processing and statistical analysis errors in the interpretation of results (Oppenheim, 1966).

#### Ethical Considerations

The anonymity of individuals is guaranteed all respondents. Surveys were numbered to provide for confidentiality in the monitoring of returns and data processing procedures. Respondents were given the opportunity to receive summaries of the findings of the study upon completion of the work.

### Organization of the Study

Chapter II is composed of four sections. In the first section is an historical perspective of the administration of deaf education programs in America. Developments in special education legislation and policy development over the course of the past two decades are reviewed in the second section. In the last section factors inherent in the construct of career orientation are described. Chapter III includes one section in which the population is described while in the second section methodological considerations are presented. In the third section is an explanation of survey procedures followed by the design of the study in the next. Finally, data analysis is the focus of the fifth section. Results of the data analysis are reported in Chapter IV with information relating the acceptance or rejection of the hypotheses. A description of the independent variable, career orientation, and its subvariables relates implications for interpretations of the hypotheses tested. Finally, Chapter V includes summary, conclusions, discussion and implications for further research.

## CHAPTER II

### Review of the Literature

#### Introduction

An examination of the literature related to the research hypotheses cited in the first section includes a review of information pertinent to each of the following areas:

1. Deaf Education Leadership for Residential Schools
2. Special Education Legislation and Policy Development
3. Career Orientation of Educational Leaders
4. Presidents in Higher Education Literature.

In the decade following the passage of PL 94-142 newly identified educational needs have been addressed abundantly in the literature. However, information regarding career development of special education leaders has not received attention as has been the case for district school superintendents since 1960. An examination of career orientation is one means of determining how attitudes toward career affect professional contributions and growth and, ultimately, information germane to professional training programs in higher education for structuring curricular needs for pre- and in-service training. Therefore, this literature review assimilates information from general, special, and higher education administration as well as sociology to focus on an area of research not addressed in the literature.

### Deaf Education Leadership for Residential Schools

The literature addressing professional development within the field of deaf education is limited not only in volume, but in categories of information available, as well. That which is available may be categorized as follows:

1. historical accounts of the development of deaf education in America
2. profiles and characteristics of teachers of the deaf
3. administrative developments in deaf education
4. institutional role changes recommended.

### Historical Development of Deaf Education in America

Several references are available regarding the historical development of the education of the hearing impaired in the United States (Bender, 1970; Brill, 1974; Moores, 1978). Brill (1974) has provided an overview of the preparation of teachers of the deaf between 1817 and 1970. He indicates that early in the history of deaf education in this country the sources of administrative leadership for programs were the available pool of teachers. As a program grew in number, the identification of one teacher to gradually assume increasing amounts of responsibility was commonplace among schools for the deaf. This pattern ensued until the 1920's when individuals were hired from outside the field of deaf education to manage programs. This practice coincided with the economic conditions of the 1920's in society at large as management forces in industry were being reduced and

jobs were needed by a large segment of management level individuals (Bass, 1949).

In 1891 Congress authorized the establishment of a graduate level program at Gallaudet College to prepare people with normal hearing to teach the deaf. This marked the beginning of a formal teacher preparation program on the collegiate level. Prior to this, the major source of teachers was residential schools for the deaf which had developed their own training programs (Moore, 1978).

In the 1960's the federal government, especially the Bureau of Education for the Handicapped, provided funds and stipends for a number of colleges and universities to develop programs for teacher preparation work in the education of the deaf (Moore, 1978). At the same time, new special education administration programs were developed to provide leadership training programs (Brill, 1974; Kauffman, 1981). These were likewise supported by federal funding and provided stipends for trainees.

#### A Survey of Teachers of the Deaf

A mail questionnaire survey was used in a nation-wide study of teachers of the deaf (Corbett, 1980). The comprehensive study included surveys completed by 595 program administrators and 4887 teachers, representing a 68% and 58% response rate, respectively, for the two groups. This information base allowed for a descriptive profiling of teachers of the deaf and was the first of its kind in the field of deaf education (Corbett, 1980).



The Corbett study is important because it establishes a base of information against which future studies may be compared. It also shows that a mail questionnaire can provide information important to understanding present and future leaders in the field of deaf education, for it is from this pool of educators future administrators may be identified.

In summary, the Corbett study was the first national demographic survey of professional educators of the deaf. It incorporated the mail questionnaire for obtaining base-line demographic data of teachers. The response rate was higher for the teacher population being profiled than that of administrators.

#### Deaf Education Administrative Development

Brill's description of administrators of deaf programs accounts for 87% of the heads of school for the deaf being professionally qualified teachers in the year 1965 (Brill, 1974). By 1967, the doctoral degree status of superintendents had risen to 11 from a high of 7 in 1960. In 1983 the number was 24 (American Annals of the Deaf directory, April, 1983). The doctorate degree in itself, therefore, has not been considered a specific preparation for the administrative duties of a superintendent. Instead, what does seem to have served as a formal training qualification has been training as an educator of the deaf. Little is known about what other characteristics superintendents of residential schools for the deaf have in common that distinguish them from others in like positions.

Mobley (1983) conducted a survey of chief school officers of deaf education programs to determine the perceptions of these individuals as to the acquisition of competencies. He had a 57% return rate of questionnaires mailed to chief school officers in residential and day school programs with enrollments numbering over 75. The purpose of the study was to determine perceptions regarding those competencies administrators thought should be acquired to fulfill the requirements of their positions and the perceptions of what they believed they had already acquired. He then ascertained perceptions as to whether these competencies were acquired in preservice formal training programs or on the job.

An indication that deaf education program leaders perceive their role to include that of serving as change agent was one finding of the Mobley study (1983). Because perceptions were not related to demographic data, some important information related to the role of professional training at the undergraduate and graduate levels was not obtained. Mobley's study did not discriminate by school program type, i.e., residential schools, day classes, or day schools, the essential skills needed for the administration of educational services. However, neither the administrative hierarchies nor the range of services among these service delivery types are similar (Brill, 1974). Because administrative skills are acquired on the job (Gaertner, 1981; Mobley, 1983) and reflect the characteristics of that position (Gaertner, 1981), professional career development will vary by program

type, thus influencing the bases on which individuals make their decisions and acquire skills.

#### Change of Institutional Role

Leaders in the field of deaf education have advocated the necessity of reshaping the role of the residential school for the deaf ever since the advent of PL 94-142 (Denton, 1978; Griffing, 1976, 1980, 1982; Hicks, 1982; Rosen, 1982). While passage of time will determine whether deaf children generally acquire a higher level of academic achievement in integrated school settings, the residential school will survive by serving a different population than that served prior to 1975. The residential school will need to focus its more immediate services on a population of children who are handicapped to an extent whereby there is little opportunity for successful achievement in the mainstream of public education. At the same time, these schools can serve the larger community as a resource center for expertise services of various kinds for grammar school level education as well as continuing education for adults (Denton, 1978; Griffing, 1976, 1980, 1982; Hicks, 1982; Rosen, 1982).

Rosen (1982) described a model educational program for implementing the kind of change called for by Griffing (1976). The Special Schools of the Future Project, sponsored through Gallaudet College and funded by the Kellogg Foundation, was a 5-year model project instituted in three demonstration schools for the deaf, each with a cooperating affiliate program. The objective was to recommend areas of potential impact for consideration in future years in the

education of the deaf. Therefore, the methods incorporated means of articulating change resulting from project activity. A structured interview method was used to collect information from some 200 individuals, including administrators, and continuing education administrators in each school's milieu. Interviews took place at each school over a two-day time span.

The important message from the Special Schools of the Future project is that schools for the deaf will need to adapt to new roles assigned them by social change. Five major components for reshaping the role of a state residential school for the deaf were delineated by Griffing (1976). These call for the development of:

1. a comprehensive diagnostic educational center
2. child study/assessment services
3. a learning resource center
4. a demonstration school
5. a community/continuing education center.

Thus, the need for changes in the role of the residential school was immediately identified and communicated to the executives of these organizations as a consequence of the passage of PL 94-142.

Blevin (1981) surveyed administrators of deaf education for their views of the status of services provided in the years 1977-1980 as well as what they foresaw for the future of deaf education. He included both day schools (N = 39, a 48% response rate) and residential schools (N = 53, a 58% response rate). His findings revealed a slow but definite trend to implement change as the nature

of the student population changed, especially for the residential schools. Most changes were characteristic of additional programs to accommodate new students with more severe learning problems than was necessary prior to the implementation of the new federal legislation. Public residential schools were reported to have appeared to be more confident about the future than private schools.

Having reviewed trends in professional preparation in the field of deaf education, as well as identifying the change issues with which executives contend today, special education legislation and policy development with its impact on deaf education will be reviewed next.

#### Special Education Legislation and Policy Development

Nearly twenty years ago, the findings of a national study of deaf education in America, sponsored by the Department of Health, Education and Welfare, led to the recommendation that federal funding be made available for states to investigate ways and means for improving educational achievement levels of deaf children (Babbidge et al., 1965). The Babbidge report, as it has come to be called, was produced by a committee of eleven individuals participating in the gathering of information through questionnaires and field visits of educational programs serving the deaf, both public and private, and representative of local, state and national educational facilities. The report addressed various factors which complicate the provision of educational services to this particular low-incidence population. Service providers contend with difficulties presented by

individual differences in degree of hearing loss, etiology, age of onset of loss, functional use of hearing, level of intellectual functioning, and additional physical or emotional involvement when developing programs for deaf children. These factors, individually and in combination, serve to create a highly heterogeneous population of deaf children, making difficult the task of educating children in similar groupings, even when enough children of similar ages are centrally located in residential or day schools (Babbidge et al., 1965; Brill, 1974; Moores, 1978).

Day classes were considered by the Babbidge report to be the most difficult setting in which to educate the majority of deaf children. However, with the mandate to consider alternative modes of educating children, the greatest single consideration to be made by the HEW Advisory Committee on the Education of the Deaf was to recommend moving deaf children into the local community schools. Social pressures that originated with a movement by parents to have mentally retarded children educated in the mainstream were applied to all areas of special education.

The application of a solution for one segment of special education to another was a matter of great concern to administrative and academic leaders in residential deaf education. They questioned the academic and social benefit of dispersing deaf children into the mainstream where teachers and administrators were not generally trained to provide necessary adaptive educational procedures. Location of services had prevailed against the academic and social

needs of these children (Bellefleur, 1972). Residential education was indirectly faulted for low gains in academic skills and was viewed as the hindering factor in deaf children's achievement in reading and writing (Babbidge, et al., 1965). The nature of the handicap itself was not regarded as the source of academic difficulty for the majority of deaf children.

The approach to communication has been a controversial issue of great magnitude throughout the history of education of the deaf both in Europe and America. Elitists have advocated the oral/aural approach, i.e., concentration of speechreading and use of residual hearing, in educating deaf children. Egalitarians who desired to find ways to make communication a more natural process, however, favored the use of manual communication. Since the late 1960's this process has come to be known as "total communication", an incorporation of all available methods including speech, speechreading, auditory training for residual hearing, writing, and manual communication.

Since the early part of this century, professionals associated with public day classes had been the largest group of proponents for oralism in this country, although personnel in primary departments of many residential schools likewise used an oral-only approach to the education of the deaf. Their manual secondary programs were indicative of the failure of oralism to serve the needs of deaf children, as were the depressed achievement scores dependent upon reading and English development. The reality of the situation was that children of elementary age in residential schools did develop manual communication

in the dormitories, as the young children associated with older children.

In the late 1960's, as the Civil Rights movement was well under way, the deaf community began to press for their rights to a communication of choice, and in rapid order, residential schools changed over to total communication (Moores, 1978). There were consequences for educational programming in the late 1960's and the 1970's for the public school sector as well, as they gradually began shifting their program philosophy to that of total communication. This occurred even at a time when classroom auditory amplification devices, or higher powered hearing aid equipment for classroom use, was developed for improved fidelity of sound and student mobility (Moores, 1978). As manual communication entered day school/class programs, so did greater numbers of children from the residential schools. Whereas residential school programming earlier had been criticized by the public school sector for its inclusion of sign language in the educational methodology, which in turn was blamed for low achievement scores, the reality of its usefulness in improved communication with deaf children made it the preferred mode of the majority of educational programs regardless of the location of service to hearing impaired children (Brill, 1974; Moores, 1978).

While the state-level structures were developed for local educational agencies to provide service to hearing handicapped children in the early 1970's, two court cases were heard which had a profound effect on subsequent federal legislation. In the Pennsylvania



Association for Retarded Children (PARC) vs. Pennsylvania, 1971, the court decided that no mentally retarded child could be assigned to either a regular or special education class without a prior recorded hearing before a special hearing officer, and detailed due process elements were established. Further, the decree stated that these children were to be educated in a program as similar to that of nonhandicapped children as much as possible (Simpson, 1982). In Mills vs. Board of Education of the District of Columbia, 1972, it was decided that educational opportunity at public expense was to be made available to all children, including the handicapped (Simpson, 1982). These two court cases yielded decisions that became the mainstay of subsequent federal legislation. With the passage of the Rehabilitation Act in 1973, discrimination of educational service to any child aged 3-21 in the public schools was prohibited. If schools were to be recipients of federal funds in any form, compliance with the federal guidelines was required for continuation of federal funding in any program's federal funding (von Hippel, 1978). Public Law 94-142 (The Education for All Handicapped Children's Act, 1975) provided essentially the same safeguards as section 504 of the Rehabilitation Act.

One provision of PL 94-142 is the placement of handicapped children in the least restrictive environment (LRE). Handicapped children must be educated to the maximum extent appropriate with nonhandicapped students. They are to be provided placement outside the regular classroom environment only when the severity or nature of the handicap demands a more restrictive setting. Two basic arguments

support the LRE provision. The first is that evidence supports the position that the separate special class is a model that produces less than adequate academic and social results (Dunn, 1968). The other is that children with differences in a number of areas should be placed with one another academically and socially. This concept of heterogeneity in the classroom is more consistent with what children will be encountering outside of the classroom situation later in life.

The basic arguments supporting the LRE provision of PL 94-142 do not hold for the majority of deaf children whose developmental needs academically and socially are critical and require expertly guided training at an early age (Brill, 1974; Moores, 1978). The categorical reassignment of deaf children to educational programs in local educational systems, as has been done for other handicapped children, is not the solution to their academic and social needs; the transferring of the educational responsibility for these children ignores factors of isolation in the mainstream and expensive expert professional services which are unavailable in the de-centralization of services (Bellefleur, 1972). While PL 94-142 was intended to be applied only to those handicapped children whose needs could best be met in the mainstream of education, as opposed to center schools such as residential schools, local school districts do not always agree on issues of where children are best served, especially when budgetary matters reflect the low-incidence of deafness for enrollment purposes. Consequently, ramifications of these issues for CEASD

are several, including their long range planning for interim educational planning and possible new roles in service delivery in the future as local districts will likely seek their ability to program for homogeneous groups of students who have not been able to compete successfully in the mainstream of public education.

The least restrictive environment provision of PL 94-142 is only one provision of the federal legislation. Other major provisions include protection against discriminatory testing in the diagnosis procedure; the right to due process; and individualized program plans which ensure accountability by those responsible for the education of handicapped children. The federal government has charged the states with enforcement of these provisions. The law established a funding schedule by which states would receive federal funds for allocation to complying local education agencies (Oberman, 1980).

While the federal government has yet to fund fully the states for educational programs established to fulfill federal mandates (Oberman, 1980), the mechanisms by which educational programs are operated at local levels are in place. However, adaptations in services, such as regional services, have been necessary to achieve increased efficiency as dollars for education become more scarce, and demands on available resources are voiced for other relatively neglected but greatly needed programs, such as gifted education.

The residential schools have maintained a role in the continuum of services to handicapped children, albeit a changing one. The

survivability of these schools could be a function of their relationship with their systems of governance, the unique geographic location of the facilities within the various states, as well as the career- and place-bound career orientation of the superintendent.

An era of decline has witnessed the closing of several residential schools for the deaf as well as public day schools since the advent of the 1973 and 1975 federal legislation cited (American Annals of the Deaf, 1983). While the role of the residential school has shifted in most states (Hicks, 1982), many educational concerns for the majority of deaf children remain to be addressed by residential schools. These concerns have been addressed by individuals both internal and external to the residential school system.

As reported in their proceedings, the CEASD has addressed this issue in biennial meetings continuously since 1976. In 1978 CEASD passed a resolution that members explore means for schools to become involved in continuing education. In 1980 three schools for the deaf reported to CEASD their newly adopted roles. Among them were approaches to personnel management through staff reduction, retraining and outside contracting. Innovative educational activities included a study for the induction of non-hearing impaired children in the aphasic department of one school for the deaf; developing an evaluation center for local-area deaf children; and modifying the school's calendar for energy conservation purposes. Cooperation between schools for the deaf and outside educational units was evidenced by one school's sharing

an assessment center, as well as a regional program of Computer Assisted Instruction (CAI) and locally developed curricula with local schools. Additionally, issues such as parent education, deaf adult education and career education reflected the out-reach efforts the residential schools were making as they sought to adapt to pressures of outside groups.

Ten years after the superintendents of residential schools for the deaf individually and as a group began adjusting to changed circumstances in the administration of their educational programs, one question to be considered now is whether one particular pattern of personal traits, characterized by career- or place-boundedness emerges among individuals hired to administer deaf education residential programs.

#### Career Orientation of Educational Leaders

##### Background

Richard O. Carlson's initiation of research on the career orientation of school superintendents and the consequences of place-bound versus career-bound orientation for organizations was first reported in 1961. By examining some propositions about the succession of the chief executive in public school systems, and using the origin of the successor as a variable, Carlson was able to reach some conclusions in his earliest work (1961) on the subject about differential consequences for an organization dependent upon whether the administrator succeeding another is drawn from within the organization or from the outside. His descriptors of "insiders" and

"outsiders" initially identified two characteristics: the former is one who waits for the superintendency to become available in his own school system; the latter seeks a superintendency in some other school system. The outsider has a career that is always spread over two or more school systems, and has never served the system in any capacity other than superintendent. Ordinarily his career does not stop with one superintendency. Because the outsider puts career above place of employment, he is career-bound. The insider, by contrast, puts place above career and is considered, therefore, to be place-bound.

The generalizations drawn for school superintendents as educational leaders regarding career orientation may be applicable as well to presidents of higher education institutions. This will be considered subsequently in the literature review under the heading of "Presidents in Higher Education Literature".

Research related to career development includes that of role and role-conflict analysis. One work addressing this issue is Explorations in Role Analysis: Studies of the School Superintendency Role (1958) by Neal Gross, Ward S. Mason, and Alexander W. McEachern, a product of a research program initiated at Harvard University in 1952, the School Executive Studies. The research had two major objectives. The first was the examination of certain problem areas in social behavior, role and role conflict analysis. The second objective was the analysis of a series of questions of special interest to public school administrators, school board members and

others interested in public education. The dual objective of the study was based on the assumption that a research program can use the conceptual and methodological tools of the behavioral sciences to analyze strategic public policy problems and concomitantly make a contribution to the social sciences. This study has provided subsequent research activity with data and useful instruments for exploration in education administration, not the least of which have been studies related to career- and place-bound orientation.

Researchers on the subject of career- and place-bound career orientation drew heavily from this particular report of research on school superintendents (Carlson, 1961; Fenske, 1970; Hickcox, 1966; Rose, 1969). Gross et al., (1958) synthesized the conceptual contributions of sociologists to the definition of "role", and concluded that individuals in social locations behave with reference to expectations. Studies of career- and place-bound orientations to career have focused on the differential behavior of educational administrators relative to their location in the educational system (the outside, or career, orientation as opposed to the inside, or place, orientation).

Getzels, Lipham, and Campbell (1968), in a discussion on the dynamics of change in social systems, assert that the study of any field develops along relatively predictable lines of inquiry and that systematic models of investigation account for dealing with the existing structures as well as change in the structures. This requires alternative movement from the phenomena to the models and

from the models to the phenomena. The least understood aspect of the behavior of social systems is the source of change, or even failure to change. The authors ask why one social system would change and grow while another would rigidify and decline; or, what the effect is of differential administrative behavior in the process of change. They examined an organization as a social system with cultural values, institutional expectations and personalistic dispositions, all of which are dynamic forces. While each element is capable of alteration in itself and exerts pressure and counterpressure on the other elements, one element changing potentially sets in motion a series of pressures and counterpressures. Their point is that this view of an organization is not merely that of a structure of relations but a system in action.

When schools are under pressure to change, roles may need to be re-examined, expectations redefined, and individuals with other dispositions recruited. Getzels et al., (1968) refer to Carlson's construct of the career- and place-bound superintendent as an indication of how individuals with variant dispositions might be recruited to meet a need within a changing system (1962).

Carlson's method for analyzing data was the use of secondary analysis of raw data gathered by the American Association of School Administrators (AASA) and the National Education Association (NEA), published in 1960. This study represents the most comprehensive study of the characteristics of school superintendents to date (Gearheart & Wright, 1979). The AASA study had as its specific purpose the task of describing the career lines of American school



superintendents. Demographic data as well as attitudes and other subjective data about themselves and about how they achieved what they did are presented in the profile.

In addition to analysis of the AASA secondary data, Carlson analyzed secondary data of Seeman (1958) relative to mobility (Carlson, 1961). Further, his work was based on continuous observations and interviews made over a nine-month period in four school systems that had new superintendents. Leads from these observations and interviews were followed by interviews with an additional twenty superintendents. Data were also taken from selected reports and documents. Subsequent references to the work of Carlson reflect the findings of these analyses.

#### Conditions of Employment

Carlson observed that when a school board chooses a superintendent, it has a free hand. Seniority rights do not infringe on the appointment. It is not reviewed at a higher level. The board makes the appointment solely based upon what it believes will be the best for the board and the school system. Under what conditions will a school board prefer to hire an outsider as the new superintendent? When will it prefer an insider?

Carlson's findings were that the decision as to whether a board hires an outsider or an insider depends on how the administration of the school system is perceived: if it is satisfactory, the appointment will go either to an insider or an outsider. Yet, if it is unsatisfactory, the appointment will go to an outsider. In no case,

where the administration was considered unsatisfactory, was an insider appointed (Carlson, 1961).

The conditions of employment indicate that the school board will be satisfied if the insider maintains the status quo, but they expect an outsider to make changes and are only satisfied when he does. School boards expect a creative performance from outsiders and are pleased with a stabilizing performance from insiders (Carlson, 1961).

The insider, because of his history in the organization, is bound by the internal and external interpersonal structure of the organization so that if appointed to the superintendency at a time when changes are desired, he will be unable or unwilling to make the desired changes. To gain the job as an insider, the individual has to give more than token support to his predecessor and his program. Any departure from this program in any major way would signal a change of "face". It is this kind of pressure that ensures an insider will maintain the course set for the organization (Carlson, 1961).

In salary matters, a school board negotiates differently with insiders than they do with outsiders. The insider has commitments that suggest it will be easier for the board to settle on salary than with an outsider, since he appears more interested in making a career in the particular school system than in making a career as a superintendent. Also, the board considers that it is purchasing a service requiring less creativity from the insider than from the outsider. These conditions would suggest that insiders accept the

job on the terms of the school board while outsiders tend to take the appointment on their own terms. Whereas the outsider is in a position to bargain and win, the insider is not interested in bargaining and would probably lose if he did. Carlson's analysis indicates that the beginning outsider receives from \$1,000 to \$5,000 more a year than the beginning insider (Carlson, 1961).

#### Succession Patterns

The implications of the effects on the organization of having either an insider or an outsider suggest the hypothesis that an organization would not be able to adapt itself and operate successfully under the impact of two successive insiders (Carlson, 1961). A reputation that the system was not developing an adequate program and that able personnel were not being hired would be one such consequence. Another would be that the community would complain about outmoded procedures and practices. Perhaps the worst consequence of two successive insiders would be the suffering of institutional integrity as the commitments of the insider suggest that he is more willing to make compromises than an outsider. Such a scenario over time could reflect negatively on the professional reputation of all administrators in the system as well as on the school board (Carlson, 1961).

There are only four possible succession patterns in school systems; insider to insider, insider to outsider, outsider to outsider, and outsider to insider. On the basis of the facts discussed above, Carlson (1961) expected that the pattern of insider to insider would occur rarely. In 103 successions taking place over about 32 years in

48 city school systems in California, the least frequent pattern was from insider to insider; this pattern occurred only seven times. Data for this finding was gathered for all (48) city school districts in California from the annual directory of California Association of Secondary Administrators, California Schools, for the period 1926 to 1958 (Carlson, 1961, p. 224). A study of succession patterns in school districts of Pennsylvania replicated the finding with nine insider to insider succession patterns out of a total of 106. Data in the Pennsylvania comparison group was gathered for all (24) first- and second-class school districts and 17 third-class districts in Pennsylvania drawn at random from personnel files in the State Department of Public Instruction for the period 1922 to 1959.

Carlson concludes,

Since insiders show (1) high commitment to community and school district, (2) low commitment to specialized skills of the profession, (3) appointment for stabilizing performance, (4) administrative activity tending toward maintenance of the organization, (5) lack of proportionate place among prominent members of the profession, and (6) long tenure in office suggesting the tendency to practice job perpetuation, it would seem that a school system cannot afford to have an insider follow an insider into the superintendency. Succession patterns support this assumption (Carlson, 1961, pp. 224-25).

Further, Carlson (1961) claims these differences permit some characterization of the two types of superintendent. The performances of each would label the insider as an adaptive man and the outsider as an innovator. Both are conformists to the expectations of their employers. The insider adapts or modifies his performance to fit the office. He aims at preserving the office as it has been, negating

the possibility of bringing added status to the role. He seems to derive status from the office. He performs within the framework established by the predecessor as opposed to creating a new framework. As such he is like an understudy, or a stand-in. The performance of the outsider, on the other hand, does add something to the role. The office is modified rather than the person. His performance changes the office and the relations of others to the office; such a performance holds possibilities of increasing the status of the office.

Thus Carlson paved the way for others, through doctoral dissertations, to study in depth superintendencies in New York, Oregon, Illinois, Iowa and Ohio. These studies were conducted at Cornell University (Hickcox, 1966); the University of Oregon (Rose, 1969; Penske, 1970); Drake University (Wolf, 1974); and Ohio State University (Dusek, 1982). It is clear that a concept developed early in the 1960's is still worthwhile for consideration, given the span of years in which studies of career orientation have continued.

#### Status Origins of Career Orientation

Hickcox (1966) conducted an exploratory study to determine the dimensions of the place-bound/career-bound construct through the variables of origin, highest degree earned and the prestige of graduate institution attended. These factors were hypothesized to have had the potential to affect career movement of the superintendent and to be influential factors on personal orientation, or the way the superintendent viewed his position in a community.

Among the career-bound, there was higher social status background than among the place-bound in the Hickcox study (1966). Fathers of the career-bound had a higher status occupation and these fathers had a minimum of a high school education.

#### Formal Training Preparation for Career

While the decision to aspire to a given career is important in the career one ultimately traces out, the way and the extent to which one prepares himself for a career is also a matter of importance. Career- and place-bound superintendents exhibit different patterns of preparation for the career. Place-bound individuals were found by Hickcox (1966) to have majored in education as undergraduates, while career-bound persons tended not to major in education as undergraduates, although this was not found to represent a significant difference between the two career types. Career-bound men tend to complete their formal education beyond the bachelor's degree at a younger age than place-bound men. Hickcox' survey of superintendents shows that among those whose highest degree was an M.S. or M.A., the mean time elapsed between the Bachelor's and Master's degree was eight years for career-bound and nine years for place-bound superintendents. Of greater importance in terms of commitment to the career is the fact that career-bound superintendents obtain a greater amount of education, at least as measured by formal education, than do place-bound superintendents. Hickcox found that the distribution of formal educational attainment for a group of 719 school superintendents

revealed that about 11% of the place-bound superintendents and about 25% of the career-bound superintendents obtain either an Ed. D. or Ph. D. degree.

#### Prestige of Graduate School

Another aspect of the higher education of superintendents which Hickcox explored had to do with the prestigiousness of the graduate school attended. Not only do career-bound superintendents obtain a higher level of formal education, they also receive their education at institutions of higher prestige. The graduate schools of longest attendance by a sample of 473 New York state school superintendents were ranked according to prestige by a panel (Hickcox, 1966). The mean prestige ranking of graduate school of longest attendance by career-bound superintendents is 1.94 (on a scale of 1 to 4, with 1 as high, 4 as low, contrary to common practice); the ranking is 2.42 for place-bound superintendents.

Analysis of the amount of preparation and ways in which career- and place-bound superintendents prepare for the occupation supports the implication that career-bound men have a higher commitment to the superintendency as an occupation than do place-bound men. The Hickcox findings that career-bound superintendents acquire more formal preparation and that such preparation is from educational institutions of higher prestige lend weight to this concept.

#### Perceptions of Environmental Influence

Regarding role change, there were two variables related to the superintendent's perception of external influence (Hickcox, 1966).

These variables were the Board of Education and pressure from the community. The career-bound persons were found to have high harmony with the Board. The place-bound were sensitive because of their higher stake in the community. Significant differences between the two types of superintendent in their feelings of pressure from the community were not found, except that career-bound men feel more pressure from the press, while there is also a tendency for career-bound men to feel more pressure from parents in the school district. Hickcox addressed the issue that the role characterized in his study is descriptive, but not complete, because the role is not operationalized. He suggested that another study might define the role of the superintendent more precisely and then operationalize the definition of the role specifically according to the implications for the orientation of career.

Addressing validity in his study, Hickcox (1966) claimed that the question, "Do the dimensions making up career- and place-bound orientations really measure career- and place-boundedness?", is one that the whole study seeks to examine, so that validity, he claims, is determined by the extent to which the study is a success. In this sense, he claims that there is a small case for "construct validity". That is, the validity of the career- and place-bound concept as operationalized in his study may be established by the fact that differentiation in these individuals is noted in a number of other variables. One cannot claim too much in this respect, he observes, because of the possibility that the dimensions used to operationalize



the concept may, in fact, be dimensions of some other quality of the respondents and, thus, the differentiation may not be due to the respondents' orientations.

Regarding reliability, the exploratory nature of the study precluded any systematic consideration. The instrument was created especially for the purpose of getting information about superintendents in New York state. No attempt was made to replicate the survey in terms of reliability either internally or externally. Reliability, however, is less of a concern on many of the questions because they were factual in nature, having to do with age, salary, courses taken. A certain measure of reliability can be assumed in questions such as these.

#### Mobility

A secondary analysis by Carlson (1972) of data by Rose (1967) regarding career orientation and mobility attitudes reveals that career-bound men are more favorably inclined toward mobility. The sample consisted of Oregon school superintendents responding to questions that were scored in the form of a continuum from strongly disagree (1) to strongly agree (6). A sign test revealed the difference between career-bound and place-bound superintendents' attitudes to be significant.

From the Rose data, Carlson analyzed the factor of age in relationship to the desire to remain in the present superintendency until retirement (Carlson, 1972). His finding was that age is related to a desire to remain in the present superintendency until

retirement. The desire to remain until retirement is expressed more often by place-bound than by career-bound individuals among those 50 years old and younger. The desire to remain in the present superintendency is expressed with relatively equal frequency by both types among those persons over 50 years of age. Ignoring age, there is very little difference between the two groups: 45% of the career-bound and 57% of the place-bound superintendents wish to remain in their current superintendencies until retirement.

Another view of the general dimension of mobility among the two types is the prospect of career movement and one's attitudes toward the possibility of a change of position both of which are presumably at least neutral, as opposed to negative. In a sample of 83 Oregon superintendents, 26 (about 31%) of the men indicated that within the preceding two years they had been interviewed by a school board regarding possible appointment to a different superintendency (Carlson, 1972). Thirty-four percent of the career-bound and 13% of the place-bound superintendents said that they had been interviewed for a different superintendency. While it might be expected that interviews would be related to age, this was not the case; the sample failed to indicate a significant relationship. While the frequency declined slightly with age, it was rather uniformly distributed among age groups.

#### Reference Group Orientation

Because reference groups set norms for an individual, they are potential determinants of an individual's standards. A sample of 144

superintendents from Oregon and Pennsylvania was asked to rank order various groups who they thought were most important to them in their estimates of the superintendents' work (Carlson, 1972). The assumption underlying the question was that because the place-bound superintendent has risen from the ranks of teacher and administrator in the containing organization and since the teachers and administrators were to some extent involved in his rise to the superintendency, place-bound superintendents would rank teachers and administrative staff higher than they would be ranked by career-bound superintendents. Place-bound men (59%) did rank either their teachers or their administrative staff at the top of the hierarchy of reference groups, as compared to 43% of the career-bound individuals.

An indicator of the potential influence of reference groups in shaping one's views and actions can be seen from a relationship between the high ranking place-bound men give teachers and their attitudes toward that group. In a sample of 473 New York State superintendents who were asked to name the chief obstacle to improving educational opportunity in their school systems (Carlson, 1972), career-bound superintendents named teachers more frequently than did place-bound superintendents: 20% as opposed to 14%, respectively.

#### Professional Involvement

The degree to which career- and place-bound superintendents seek information or dispense it is important to adapting to change or influencing others to change (Carlson, 1972). Superintendents seek out credible informants through reading, attendance at meetings, conferences,

and seminars, as well as through personal contact. Carlson's 61-member sample from Allegheny County were asked to list the number of professional meetings and conferences they had attended outside Allegheny County over a 10-month period. Career-bound men, on the average, attended 50% more meetings than did place-bound men.

The same sample reported that they sought advice and information from individuals outside the county, but did so with different frequency. Overall, career-bound superintendents communicated with such informants three times more than did place-bound men. Carlson indicated that the sample's career-bound population were asked for advice and information almost three times as often as were place-bound men (59 and 22 contacts respectively; this, for a group of 26 career-bound and 33 place-bound superintendents).

It is obvious that career- and place-bound superintendents occupy different positions in the social structure of school superintendents. The data indicate that career-bound superintendents enjoy higher status, and involve themselves more in the social/professional network of interaction. Furthermore, the flow of information about educational practices is largely accomplished by career-bound superintendents.

#### Professional Organization Elected Officers

Public school superintendents have opportunities to achieve high status in the nation-wide professional organization of school superintendents, the American Association of School Administrators (AASA). Members of the AASA elect individuals to three offices:

President, Vice-president and Executive Committee. The elections are taken seriously and involve extensive publicity among the membership.

From the Allegheny sample of school superintendents surveyed by Carlson (1972) there were 29 individuals elected to one of the three AASA offices between 1960 and 1969. Twenty-eight of them were school superintendents and 24 were career-bound superintendents. Since a large national sample of superintendents (Carlson, 1972) shows that 31% are place-bound and 68% are career-bound, chance expectations that 8.76 place-bound men and 19.24 career-bound men would be elected to office were compared to the observed fact. Again, there was a significant finding that career-bound individuals achieve higher status in their professional organization than do place-bound superintendents.

Career orientation (Carlson, 1962; 1972) is a construct which has been used to examine characteristics of district school superintendents in past studies. It is representative of how individuals approach the development of their careers and has consequences for the organization, according to Carlson.

The career-bound individual is intent upon pursuing goals within the profession without placing a priority upon the institutional goals. He is defined as one who obtains his professional goal by accepting a position outside the organization in which he served immediately prior to achieving his goal.

The place-bound individual is dedicated to the organization in which he is employed. While he may have aspirations to reach the top position in the organization, he prefers to wait for the opportunity to obtain it while proceeding upward through the ranks of various staff positions.

Career orientation distinguishes two groups of superintendents among such characteristics as salary, succession patterns, status origins, formal training in preparation for a career, environmental influences, mobility, reference group orientation, and professional involvement. These have implications for implementation of change within an organization. Therefore, by trying to understand how an individual will relate to an organization, it may warrant a closer view of how he embarks upon goal achievement within the career itself.

The literature review to this point has focused upon deaf education leadership in residential schools, special education legislation and policy development, and career orientation of educational leaders of public schools. Next it will address another educational leadership group: presidents in higher education. To date, research using the career orientation construct has been limited to public school superintendents. The present study focuses upon the career orientation of a special education leadership group, yet it also seeks to determine whether career orientation might be a useful construct in future research studies of executives in higher education. Therefore, a final review of the literature focuses on what has been addressed either by or about presidents of higher education.

### Presidents in Higher Education Literature

The literature of higher education addressing the leadership role of the college or university president covers several different areas. There are works which offer advice, examining critical issues of the times, while others specifically draw on the expertise of those individuals who have served in the capacity of president of a higher education institution. Leaders are advised to develop efficient means to accomplish varied administrative tasks (Eble, 1978). The dilemma of providing educational leadership during times of financial and political tension, often involving crisis management, is the concern of several individuals whose papers at a meeting of the Association of American Colleges are published in a work sponsored by that organization (1976).

Presidents as a group have been surveyed to elicit their views on the roles they had as leader, manager, public relations expert, fund raiser and partner with the teaching professionals delivering the mission of the college or university, the results of which provide the substance for Presidential Leadership in Advancement Activities (Fisher, 1980). This work represents a challenge to lead as opposed only to managing an institution during the 1980's when sound academic programs and sophisticated leadership in institutional advancement is seen as essential by contributing authors in the field of higher education. Another work (Kamm, 1982) extends this concept by presenting the results of a survey of individuals who once served as leaders of colleagues in college or university presidential positions.

These persons, either presidents of the National Association of State Universities and Land Grant Colleges, or chairman of the Council of Presidents of that organization, were asked to provide examples of presidential leadership. Their responses focused on leadership in the decision making process, personality traits as well as other qualities of individuals. The work addresses the role of college and university presidents as being one of a silent leader among experts.

Apart from the emphasis on advisement and leadership qualities is another area related to careers. One work focused on administrative style as a precipitator of change within the organization (Demerath, 1967). This view is parallel to that of Carlson (1972) who maintains that executive succession has consequences for the organization. The work presents case history data of how one collegial administrative unit was effective for one institution at one time and place. The effectiveness was attributed to selection factors involved in the presidential search and role. While the work is not based on a career orientation construct, the executive succession theme, popular two decades ago, was apparent in the Demerath work.

Another study involving a career focus on the college presidency was that of Salimbene (1982), exploring the administrative positions held by college and university presidents prior to their presidencies. The focus of the work was to determine whether a normative career ladder to the presidency exists as claimed by Cohen and March (1974). Salimbene's finding that the normative career path exists in only 3.2% of college presidencies provides new career development information for



the field of higher education. The applied methodology, although different from a career path study of public school superintendents (Gaertner, 1980), sought to describe the nature of ascension to executive positions within educational institutions. Executive succession patterns of public school superintendents as studied by Carlson (1972), like the Gaertner study, have been applied only to the study of that particular group of educational leaders, to the exclusion of others. While the focus of the Gaertner and Carlson works differed, each is germane to the understanding of how individuals chart the course of their careers. Carlson's construct of career orientation adds to the individual dimension of career development the consequences for the organization. This particular approach to the study of careers of presidents of higher education institutions has yet to be applied, as it does to executives of other educational units.

#### Summary

Leadership in the field of deaf education has passed through various stages in the preparation of teachers and administrators. As the shift from training at the on-site level to institutions of higher education occurred, so did the scope of the training made available. Educational programs surpassed the teacher preparation programs and expanded to include leadership training programs and special education administration programs as a consequence of federal funds made available in the 1960's.

Simultaneously, social pressures in the decades of the 1960's and 1970's were responsible for legislative changes and court

decisions which have impinged on all of special education. The passage of PL 94-142 has mandated that handicapped children be educated in the least restrictive environment. This provision of the law has been the source of vast changes in the provision of services both in public day schools/classes and in residential schools for the deaf.

Career orientation of district school superintendents has been a useful construct by which to categorize individuals for predicting their performance on the job. Organizations have different needs at different times; it is either maintenance of the status quo, which the place-bound superintendent is most likely to offer; or it is the implementation of change that is needed, which usually is provided by the career-bound individual. Various characteristics have been related in previous research to career- and place-boundedness. Knowing how an individual traces out a career may have predictive potential for organizational consequences.

Finally, the literature focusing on presidents of higher education institutions features more in volume on the subject of administrative technique than career development. Career orientation-type studies have not yet been applied in higher education for executive positions. The few works addressing the concept of career development in higher education suggest the value of exploring this area in greater depth. The career orientation construct of Carlson (1972) with its view on the consequences of executive succession for the organization might well be applied to higher education as it proceeds with particular management and leadership needs.

Each of the areas of literature reviewed above is relevant to the examination of the behavior of educational executives who in the course of their careers are called upon to make decisions about change. The areas address whether or not change is warranted, what or who influences it, and who is likely to implement it. Career orientation is examined in terms of personal characteristics of individuals who follow a course set upon developing one's own career as opposed to others' whose course is set by their contribution to their own institutional goals. Ultimately the career orientation of educational executives in residential schools for the deaf has implications for organizational roles.

## CHAPTER III

### Methods and Procedures

This chapter is comprised of three sections. The first addresses general methodological considerations. The second details the design of the study and describes the dependent and independent variables. Finally, the data analysis is addressed.

The logistical considerations involved in collecting data from a target population of 66 individuals nation-wide was the primary reason a survey technique was chosen for obtaining information essential to conduct this study. The mail questionnaire was the instrument used. Although the mail questionnaire precludes the ability to provide in-depth information through follow-up questions, it is an efficient means of gathering data from a population dispersed over a wide geographic area. It further reduces the likelihood of producing socially desirable answers to sensitive questions (Hillman, 1978, p. 62). Therefore, for the purpose of this research, the mail questionnaire was determined to be the most appropriate means of obtaining the necessary data.

#### Population

The population studied was the target population of superintendents of residential schools for the deaf. This included persons serving in the position of acting superintendent. Because no previous comparable research exists in which demographic information had been gathered on the superintendent of the residential

school for the deaf, and because the number is only 66, all superintendents were given equal opportunity to participate in this study. These individuals were identified from the listing of all residential schools in the American Annals of the Deaf directory, April, 1984.

This study used the position of public school superintendency as the analogous position for the superintendent of the residential school for the deaf. The American Association of School Administrators (AASA) defines the term "superintendent" as the chief executive officer of a school district, the administrator who reports to a board of education (Griffiths, 1960), a description also fitting the superintendent of residential schools for the deaf, according to Brill (1974). Further, examination of the governance structure of these superintendencies from state to state, has born out this analogy (American Annals of the Deaf directory, 1984).

#### Survey Procedure

Data on the target population of executives of residential schools for the deaf were collected in the period of November, 1984, to January, 1985. Questionnaires were mailed to 66 administrators accompanied by a letter describing the nature of the study and asking for their participation (Appendix A). Included was a self-addressed, stamped envelope. Respondents were asked not to sign the questionnaire. A number on each questionnaire was used to identify non-respondents for the purpose of follow-up. Respondents were told about the purpose of the number and were guaranteed anonymity. Two weeks after the initial

mailing, postcards were sent to non-respondents; four weeks after the initial mailing letters accompanied replacement questionnaires to those who had not responded.

A total of 61 questionnaires were returned, for a return rate of 90%. Of those questionnaires returned, 2 were found not to meet the criteria of the target population and one was returned unanswered with a comment from the administrator stating he did not wish to participate. The useable portion of questionnaires from the target population was 88%, or 58.

#### The Instrument

This study sought descriptive information about executives of residential schools for the deaf unavailable from other existing sources. The instrumentation consisted of a questionnaire of 21 items and a 12-point Career Mobility Attitude Scale (Carlson, 1972). The survey instrument in this study was based on Carlson's (1972) theoretical construct of career orientation. It was designed to obtain basic demographic data, personal attitudes about mobility, personal characteristics and information about educational programs. The questionnaire focused on professional needs and contributions of administering educational programs in residential schools for the deaf. These were identified by the professional organization of the target population, the Conference of Educational Administrators Serving the Deaf, in their professional meetings (Proceedings of Annual Meetings of the Conference of Educational Administrators Serving the Deaf, 1976, 1978, 1980, 1982).

The instrument (Appendix A) was developed to obtain informational and attitudinal kinds of data. The informational data included variables, such as educational and professional background, professional activities, personal characteristics and organizational information. The attitudinal data included career development statements about mobility attitudes to which respondents were asked to agree or not agree. The only other subjective item on the questionnaire asked superintendents to rate nine categories of reference groups as to degree of influence on their present job performance. They rated these items on a likert-type scale with a range of 1 (low) to 5 (high).

The validity of the questionnaire may be judged by the factual nature of the content of the questions asked, three items of which were verified by information provided in the April, 1984, issue of the American Annals of the Deaf. A random sample of 20% of the returns, or 12 questionnaires, was examined for identical responses regarding public or private status of the educational organizations, accreditation of the educational programs, and the terminal degree held by the respondents. The information from both sources matched 100%. This is supportive of the validity of factual information sought in a questionnaire such as the one used in this study.

The Career Development Statements in the questionnaire consist of Rose's Career Mobility Attitude scale, a 12-item scale originally used in a similar study with public school superintendents (Carlson, 1972). Each question relates to factors which were designed to distinguish the career-bound from the place-bound superintendent.

Two aspects of content validity in this questionnaire are face and construct validity. The informational type questions for 20 of 21 questions on the questionnaire support the claim for face validity.

Of construct validity Kerlinger (1964) cites the work of Cronbach (1960), a common reference on construct validity, to indicate three parts to its validation: (a) suggestion of what constructs account for test performance; (b) derivation of hypotheses from the theory involving the construct; (c) testing the hypotheses empirically (Kerlinger, 1964, p. 449). Each of these criteria is addressed in this study. The research is designed to measure a particular construct of career orientation. To the extent which it differentiates between two types of superintendent by definition of the construct, place- and career-bound career orientation, the questionnaire will meet construct validity criteria.

The predictive validity of the Career Mobility Attitude scale, labeled Career Development Statements in the questionnaire, will be assessed generally by comparison of results of its original application to superintendents with that of the particular population described within this study. These statements were originally predicted to discriminate between career- and place-bound superintendents. The superintendents of residential schools will be compared to public school superintendents on these measures.



### Design

The basic purpose of the present study was to examine the relationship of selected factors to the career orientation of executives of residential schools for the deaf. Specifically, the goal was to determine how many members of the population have particular characteristics and to relate that information to their behavior as special education administrators since 1975. Therefore, a census-type survey (Oppenheim, 1956) was developed to explore the usefulness of the construct career-bound and place-bound career orientation for predicting a superintendent's willingness or tendency to implement change, to contribute to purposes furthering higher education's role in training personnel in deaf education, and to examine the contribution administrators make to their professional organization, the Conference of Educational Administrators Serving the Deaf (CEASD). Because prior research on this construct has indicated potential usefulness of its application to executives of educational institutions, the application to a distinctively different population from that which has been previously examined is the focus of this study.

The independent variables are the factors place-bound and career-bound career orientation. The categories of dependent variables may be categorized along five dimensions: formal preparation, professional affiliation and activity, personal characteristics, mobility attitudes and planned institutional change. These variables were derived from previous studies of the career- and place-bound

construct applied to school superintendents of various size school districts. Superintendents of residential schools for the deaf may be compared to superintendents of public school districts because they exhibit several key similarities in their administrative positions:

- (a) leadership of an educational unit which includes all the responsibility areas of public education superintendents plus residential services;
- (b) the relationship of the head of the educational unit to a board of education;
- (c) a state-designated role to provide services to a state-wide district;
- (d) involvement as spokesman at legislative-level decision-making events;
- (e) specific training in terms of formal preparation to qualify for entry to the position.

The structural conditions shared by the superintendency position of both areas in educational services suggest that the career- and place-bound career orientation may apply in like proportions to each type of superintendency.

#### Null Hypotheses

1. There will be no difference in the frequency of career-bound or place-bound career orientations among superintendents of residential schools for the deaf. Moreover, career-bound and place-bound superintendents will not differ with regard to the following characteristics:

- a. deaf education coursework by degree level;
- b. administration coursework by degree level;
- c. certification held, by type:
  - c1. teacher,
  - c2. supervisor,
  - c3. superintendent;
- d. age at acquisition of graduate degrees;
  - d1. age at acquisition of first master's degrees;
  - d2. age at acquisition of second master's degree;
  - d3. age at acquisition of doctorate degree;
- e. number of years lapsed between the bachelor's and master's degrees;
- f. number of years lapsed between the master's and doctorate degrees;
- g. full-time and part-time attendance in degree programs;
- h. age of first superintendency position;
- i. previous positions most influential to current superintendency position;
- j. previous positions held in deaf education: teacher, supervisor, principal, administrative assistant;
- k. position principal held immediately prior to superintendency;
- l. salary comparisons between career- and place-bound persons;
- m. inclination towards mobility; and,
- n. status of institution's educational program: public or private.

2. Superintendents of residential schools for the deaf cannot be differentiated by career orientation in their tendency to plan for institutional change.
3. Superintendents of residential schools for the deaf cannot be differentiated by career orientation in their teaching, research, and service activities of higher education for purposes of training future colleagues.
4. The career-bound superintendent assumes no more active role in the Conference of Educational Administrators Serving the Deaf (CEASD) than does the place-bound superintendent.

#### Data Analysis

The nominal data derived from the proposed study require the use of chi-square while the t test is appropriate for interval data and the comparison of means. Information expressed in frequencies is occasionally stated in terms of percentages of the population.

The expected proportion of career-bound superintendents (65%) and that of place-bound superintendents (35%) is based on the finding of Carlson (1961) in his analysis of the data from the American Association of School administrators study of 1960.

The construct of career- and place-bound career orientation will be examined in two ways. First, the dichotomous variable will distinguish two types of superintendent: those who have moved into their first superintendency position from outside the containing organization from those who have moved into the position from within the same organization where they held their previous position.

Independent variables will then be analyzed to determine which ones have discriminating power for this population and are able to support the findings of previous research whereby certain independent variables are related to career-boundedness and others are related to place-boundedness.

Statistical analyses of the following variables will be made by the use of chi-square or the t test:

Hypothesis I dependent variables:

- a. deaf education coursework by degree level;
- b. administration coursework by degree level;
- c. certification held, by type:
  - c1. teacher;
  - c2. supervisor;
  - c3. superintendent;
- d. age at acquisition of graduate degrees;
  - d1. age at acquisition of first master's degree
  - d2. age at acquisition of second master's degree;
  - d3. age at acquisition of doctorate degree;
- e. number of years lapsed between the bachelor's and master's degrees;
- f. number of years lapsed between the master's and doctorate degrees;
- g. full-time and part-time attendance in degree programs;
- h. age of first superintendency position;
- i. previous positions most influential to current superintendency position;

- j. previous positions held in deaf education: teacher, supervisor, principal, administrative assistant;
- k. position of principal held immediately prior to superintendency;
- l. salary comparisons between career- and place-bound persons;
- m. inclination towards mobility; and,
- n. status of institution's educational program: public or private.

Hypothesis II dependent variables:

- a. existence of a long-range plan in effect;
- b. number of superintendents' perception of self as being instrumental in implementing change of the agency's role for the educational program;
- c. the number and career orientation of those hired since 1975, whether or not for the first time in the superintendency position.

Hypothesis III dependent variables:

- a. publication activity in terms of experience and number in professional journals;
- b. presentations at professional meetings; experience and number;
- c. teaching experience on the college level, for a semester or longer;

Hypothesis IV dependent variables:

- a. professional organization activity (CEASD); the categories of officer and committee membership;

- b. other organizational activity: membership and official positions held.

Data were analyzed using the Statistical Package for the Social Sciences, version X (SPSSx, 1983). The analyses used were chi-square and the t test. Unless otherwise indicated, the significance level for all statistical data was set at the conventional .05 level.

## Chapter IV

### Results

This chapter presents the results of dependent variables tested within each of the four hypotheses to which statistical analyses (chi-square or a t test) have been applied. The level of significance chosen for rejecting the null hypotheses is the .05 level of confidence.

Results are reported for 39 career-bound, 18 place-bound superintendents, and one superintendent who could not be classified by career orientation because he did not indicate his previous position. Due to the small target population as well as missing observations, the number of cases (i.e., the base) for different analyses will vary. When interpreting raw frequency data, it will be helpful to recall that the proportion of career-bound to place-bound superintendents is 2 to 1. The data are reported either as raw frequencies or percentages, as seemed appropriate for the respective analysis. Results are discussed in the order of the presentation of the null hypotheses.

The first hypothesis focuses on the independent variable, career orientation. Null Hypothesis I is examined in two ways: first in terms of the proportion of career- versus place-bound superintendents in the target population as compared to previously published data on public school superintendents, and, second, in terms of the differential characteristics of career- and place-bound superintendents.



Hypotheses II through IV present career orientation as the independent variable by which dependent factors within the hypotheses are examined.

#### Null Hypothesis I

Null Hypothesis I states: "There will be no difference in the frequency of career-bound versus place-bound career orientations among superintendents of residential schools for the deaf. Moreover, career-bound and place-bound superintendents will not differ with regard to the following characteristics:

- a. deaf education coursework by degree level;
- b. administration coursework by degree level;
- c. certification held, by type:
  - c1. teacher;
  - c2. supervisor;
  - c3. superintendent;
- d. age at acquisition of graduate degrees;
  - d1. age at acquisition of first master's degree;
  - d2. age at acquisition of second master's degree;
  - d3. age at acquisition of doctorate degree;
- e. number of years lapsed between the bachelor's and master's degrees;
- f. number of years lapsed between the master's and doctorate degrees;
- g. full-time and part-time attendance in degree programs;
- h. age of first superintendency position;

- i. previous positions most influential to current superintendency position;
- j. previous positions held in deaf education: teacher, supervisor, principal, administrative assistant;
- k. position of principal held immediately prior to superintendency;
- l. salary comparisons between career- and place-bound persons;
- m. inclinations towards mobility; and,
- n. status of institution's educational program: public or private."

#### Findings of Career-bound, Place-bound Representation

Career- and place-bound superintendents met the expected ratio of representation in the population of superintendents of residential schools for the deaf. Using the operational definitions of "career-bound" to refer to one who is promoted from outside the containing organization and who puts career above place of employment as superintendent; and "place-bound" to refer to one who is promoted from within and one who puts place of employment above career as superintendent, they were found to be 68% career-bound and 31% place-bound, closely paralleling the expected ratio for this study of 65% and 35%, respectively.

#### a. Deaf Education Coursework by Degree Level

Special education coursework in the field of hearing impaired education tended to be taken at the master degree level for all superintendents, as shown in Table 1. No significant differences were found between career- and place-bound superintendents in the concentration of hearing impaired education coursework taken at the bachelor, master, or doctorate levels. Chi-square analyses of the

Table 1

Levels at which Deaf Education Course Content Appeared in Degree Programs of Superintendents of Residential Schools for the Deaf

Deaf Education Course Content	Career-bound	Place-bound
Bachelor Degree Level		
Relative Portion of Content		
All	0	0
Most	3	1
Some	0	4
None	20	9
Base	32	14
Master Degree Level		
Relative Portion of Content		
All	15	8
Most	10	3
Some	8	3
None	4	1
Base	37	15
Post-Master Degree and Doctorate Degree Levels		
Relative Portion of Content		
All	1	2
Most	4	1
Some	7	3
None	10	3
Base	22	9

amount of special education coursework at the three degree levels are as follows:

Bachelor's degree:  $\chi^2(2, N=46) = 0.06, p > .05$ ;

Master's degree:  $\chi^2(3, N=52) = 0.80, p > .05$ ;

Doctorate degree:  $\chi^2(3, N=31) = 2.48, p > .05$ .

The tendency is for superintendents to take only some or none of their coursework in hearing impaired education at the doctoral level (77% career-bound; 66% place-bound).

#### b. Administration Coursework by Degree Level

Analysis of administration coursework (Table 2) revealed a tendency for the career-bound to concentrate more coursework in this area at the master's degree level than the place-bound. Although a chi-square of the master's level data was not significant [ $\chi^2(3, N=49) = 2.75, p > .05$ ], 39% of career-bound versus 12% of place-bound persons took all or most of their administrative coursework at the master degree level.

Administrative courses at the doctorate degree level did not reveal significant differences between career- and place-bound groups [ $\chi^2(3, N=32) = 1.61, p > .05$ ].

#### c. Certification Held, by Type: Teacher, Supervisor, and Superintendent

Superintendents were asked to indicate what types of certification they hold. It is likely that missing information accounts for the relatively low number of superintendents reporting teaching credentials. Combinations of credentials held in the areas of teaching, supervision

Table 2

Levels at which Administration Course Content Appeared in Degree  
Programs of Superintendents of Residential Schools for the Deaf

Administration Course Content	Career-bound	Place-bound
Master Degree Level		
Relative Portion of Content		
All	9	5
Most	10	1
Some	9	4
None	7	4
Base	35	14

Doctorate Degree Level		
Relative Portion of Content		
All	6	2
Most	9	5
Some	5	2
None	3	0
Base	23	9

and administration did not significantly differ between career- and place-bound superintendents [ $\chi^2(3, N=25) = 1.09, p > .05$ ]. See Table 3 for the number of teacher, supervisor and superintendent credentials held by superintendents.

#### d. Age at Acquisition of Graduate Degrees

d1. Age at acquisition of first master's degree. Career orientation did not significantly differentiate career- and place-bound superintendents on the factor of age at completion of the master's degree. The mean age of completion of the first master's degree was 30.0 (SD = 6.2) and 28.5 (SD = 5.5) years, respectively [ $t(42) = 0.73, p > .05$ ].

d2. Age at acquisition of second master's degree. Similar findings were obtained for the second master's degree for which the mean ages of completion were 31.0 (SD = 6.0) for career-bound and 34.2 (SD = 4.1) for place-bound superintendents [ $t(9) = -0.94, p > .05$ ].

d3. Age at acquisition of doctorate degree. There was a significant difference in the mean age between career- and place-bound individuals upon completion of the doctorate degree. The mean age of career-bound individuals earning the doctorate degree was 34.5 (SD = 5.5), while for place-bound persons it was 41.0 (SD = 4.8) [ $t(22) = -2.56, p < .02$ ].

Of 58 superintendents, 24 have doctorate degrees. Doctorate degrees are held by 18 of 39 (or 46%) career-bound superintendents compared with 6 of the 18 (or 33%) place-bound superintendents.

Table 3

Type of Certification Held\*

Type Certification	Career-bound	Place-bound
Teacher	11	4
Supervisor	5	2
Superintendent	14	7
Base	18	7

\*Results of a multiple-response item; certification is held in different combinations.

e. Number of Years Lapsed between the Bachelor's and Master's Degrees

Both career- and place-bound superintendents earned their first master's degree within a mean of 5.8 years of earning their bachelor's degree: career-bound in 5.76 years ( $SD = 5.1$ ) and place-bound in 5.84 years ( $SD = 4.9$ ) [ $t(41) = .05$ ,  $p > .05$ ]. An examination of the data reveals that within the first five-year time lapse between the two degrees, 19 career-bound and 7 place-bound had earned the master's degree.

Within five years of the bachelor's degree, 3 career-bound and no place-bound superintendents earned a second master's degree. Within a 20-year time lapse between degrees, a total of 7 ( $SD = 5.9$ ) career-bound and 4 ( $SD = 4.9$ ) place-bound superintendents had earned a second master's degree. Career orientation did not significantly affect the acquisition of a second master's degree [ $t(9) = .56$ ,  $p > .05$ ].

f. Number of Years Lapsed between the Master's and Doctorate Degrees

An examination by  $t$  test of the time lapse between the first master's degree and the doctorate degree revealed a significant difference by career orientation [ $t(17) = -2.37$ ,  $p < .05$ ]. Career-bound individuals had a mean 7.0 year lapse ( $SD = 3.7$ ), while place-bound persons had a mean 12.0 year lapse ( $SD = 4.7$ ). Fourteen career-bound and five place-bound superintendents accounted for this finding from the total population; there were five missing observations.



g. Full-time and Part-time Attendance in All Degree Programs

g1. Bachelor degree programs. Full- or part-time attendance in bachelor degree programs did not vary significantly by career orientation [ $\chi^2(1, N=49) = 0.09, p > .05$ ; see Table 4].

g2. Master degree programs. Attendance by full-time or part-time status in the master level program did not reach a level of significant difference between career- and place-bound groups [ $\chi^2(2, N=49) = 2.57, p > .05$ ].

g3. Doctoral degree programs. Attendance at the doctoral level did show a significant difference between the two groups [ $\chi^2(2, N=29) = 6.83, p < .03$ ]. Career-bound individuals studying full-time numbered 11 while among the place-bound superintendents, none had studied full-time. Among part-time attendees, eight were career-bound and six, place-bound.

h. Age of First Superintendency Position

Administrators did not differ significantly by career orientation as to age in their first superintendent positions [ $t(54) = -0.75, p > .05$ ]. The mean age for career-bound individuals was 39.6 (SD = 7.0) and for place-bound persons it was 41.1 (SD = 7.1).

The current age range for respondents is 34 to 61, while the reported age range for assuming their first superintendent positions is 30 to 54. Career-bound superintendents assuming their first executive positions numbered 20 in the 30-39 age range. This number represents 51% of the career-bound group and 35% of the total group. For the place-bound superintendents, only 6 individuals (11%) were

Table 4

Full-time and Part-time Attendance in All Degree Programs

Attendance Status	Career-bound	Place-bound
Bachelor Degree Program		
Full-time	32	13
Part-time	2	2
Base	34	15
Master Degree Program		
Full-time	25	9
Part-time	10	4
Full- and part-time	0	1
Base	35	14
Doctorate Degree Program		
Full-time	11	0
Part-time	8	6
Full- and Part-time	2	2
Base	21	8

found in the 30-39 age range. The only other age range not following the representativeness of the population was in the 50-54 age bracket where the career- and place-bound numbers were 4 and 3, respectively (Table 5).

i. Previous Positions Most Influential to Current Superintendency Position

Forty-nine superintendents reported 19 different previously held positions to be most influential on their superintendencies, none of which revealed significant differences between groups of executives [ $\chi^2(18, N=49) = 21.67, p > .05$ ]. See Table 6 for a list of all responses.

j. Previous Positions Held in Deaf Education: Teacher, Supervisor, Principal, Administrative Assistant

The positions of teacher, supervisor, principal and administrative assistant were not found to be a part of the career history to a greater extent by one group of superintendents than by the other [ $\chi^2(4, N=48) = 1.21, p > .05$ ; Table 7].

k. Position of Principal Held Immediately Prior to the Superintendency

The position of principal (both academic and vocational departments) and that of assistant principal were examined for the number of times they were held immediately prior to entering the superintendency. There was no significant difference between the career- and place-bound superintendents whose groups each had held the principalship four times immediately prior to entering the superintendency [ $\chi^2(7, N=9) = 0.55, p > .05$ ].

Table 5

Age in First Superintendency of Executives in Residential Schools  
for the Deaf

Age Range	Career-bound	Place-bound
30-34	9	4
35-39	11	2
40-44	7	2
45-49	6	3
50-54	4	3
Base	37	18

Table 6

Previous Positions Most Influential to Current Superintendency Position

Positions	Career-bound	Place-bound
Teacher of the deaf	3	5
Administrator of Special Education*	7	0
Executive Assistant	0	3
Principal, School for the Deaf	4	3
Superintendent, or equivalent	5	3
Principal, regional school	2	0
Administration at Gallaudet College	2	0
Supervisor of Special Education	1	1
Teacher, general education	1	0
Educational Director of a day school	1	0
Dean of Students	1	0
Student Life Supervisor	1	0
Administrator of a private rehabilitation agency	1	0
University professor	1	0
Director of teacher training	1	0
Staff Director (a political position)	1	0
Participant, National Leadership Training Program	1	0
Director of Missions	1	0
Base	34	15

\*Outside of a school for the deaf

Table 7

Frequency of Teacher, Supervisor, Principal and Administrative  
Assistant Positions Held in Education of the Deaf by Superintendents  
of Residential Schools for the Deaf

Positions	Career-bound	Place-bound
Teacher of the Deaf	20	18
Supervisor	3	2
Principal	16	8
Administrative Assistant	9	7
Base	31	14

### 1. Salary Comparisons between Groups

Salaries were found not to be related to career orientation [ $t(48) = .21, p > .05$ ]. The mean salary for career-bound superintendents was \$41,939 (SD = \$6,567); for place-bound individuals it was \$41,529 (SD = \$5,925).

### m. Inclinations toward Mobility

m1. Geographical moves. The number of geographical moves throughout the superintendents' careers in deaf education revealed a significant difference between career- and place-bound individuals [ $t(53) = 3.0, p < .01$ ]. The mean number of moves was 3.2 (SD = 2.0) for career-bound and 1.5 (SD = 1.7) for place-bound individuals not counting the move into the first superintendency.

m2. Attitudes toward mobility. Attitudes of superintendents about their own mobility potential were measured by a 12-point scale on the questionnaire labeled, "Career Development Statements". Administrators were asked to provide 'yes/no' answers to opinion statements designed to be characteristic of either career- or place-bound individuals. Item analysis of responses indicated superintendents answered in the predicted direction 66% of the time according to career orientation. Mobility attitudes of superintendents failed to reach an acceptable level of significance, however [ $t(52) = 0.17, p > .05$ ]. Mean scores were 6.4 (SD = 1.50) for career-bound, and 6.4 (SD = 1.97) for place-bound individuals.

Of the 12 statements two were within the acceptable level of significance. The career-bound person was expected to respond

in the affirmative and the place-bound individual in the negative to the statement:

"A superintendent who plans to get ahead in the profession must be willing to move his/her family." The response was in the expected direction [ $\chi^2(1, N=54) = 5.30, p < .02$ ].

The other statement was expected to elicit a negative response from career-bound individuals and a positive response from place-bound persons:

"If I had started a major project in my school, I would feel an obligation to remain in the school until its completion even if I were offered a much better job." The response was in the expected direction [ $\chi^2(2, N=56) = 8.62, p < .01$ ].

A third statement approached but did not reach the acceptable level of significance. The career-bound person was expected to respond affirmatively and the place-bound individual negatively to the statement:

"A person owes it to himself/herself and family to watch constantly for better job opportunities" [ $\chi^2(2, N=56) = 4.60, p < .10$ ].

m3. Career orientation within public and private schools. There is a tendency for career-bound superintendents to be employed in public schools (Table 8), while place-bound individuals tend to be located in positions in private schools [ $\chi^2(1, N=57) = 3.19, p < .10$ ], but this difference is not statistically significant at the .05 level.



Table 8

Public and Private Status of Educational Program and Career  
Orientation of Executives

Status of Educational Program	Career-bound	Place-bound
Public	32	10
Private	7	8
Base	39	18

To summarize the findings in the test of Null Hypothesis I:

1. Career-bound and place-bound superintendents respectively comprised 68% and 31% of the population studied. That finding parallels the 65% career-bound and 35% place-bound distribution reported among school district superintendents.

2. Significant differences by career orientation were found for 6 of 21 dependent variables tested. These included the characteristics of (a) age at acquisition of the doctorate degree, (b) number of years between the master's and the doctorate degrees, (c) full-time and part-time attendance in doctoral degree programs, and (d) two responses of mobility attitude in the anticipated direction from the "Career Development Statements" and (e) geographic mobility.

3. Differences between groups were not significant for 16 of 21 dependent variables tested. However, 2 of the 16 approached the acceptable significance level. These included the location of career- and place-bound superintendents in public and private schools, ( $p < .10$ ); and, an additional mobility attitude ( $p < .10$ ).

Based on the exploratory nature of this research, not all of the variables tested are equal in importance. For example, the determination of the master's degree as a baseline in formal preparation, determined to represent 100% of the population in this study, was necessary information for judging the importance of the doctorate degree in number earned and in the manner in which it was pursued. Therefore, 8 of 21 of the dependant variables found to be statistically significant, or at a level of near significance,

represent characteristics important to explaining the career orientation of the population studied. Further, the proportion of career- and place-bound superintendents in this study met the representation criterion. However, the fact remains that the greater portion of variables did not reveal a significant difference between career- and place-bound superintendents; therefore, Null Hypothesis I cannot be rejected.

#### Null Hypothesis II

Null Hypothesis II states: "Superintendents of residential schools for the deaf cannot be differentiated by career orientation in their tendency to plan for institutional change."

To determine whether a difference exists between the career- and place-bound groups of superintendents in schools for the deaf in their tendency to initiate organizational role changes, participants were asked to respond to two questions. These included (a) long-range plans, and (b) the initiation of change. Data from the questionnaires were analyzed to provide the number of superintendents by career orientation hired since 1975, in a first or subsequent superintendency position.

#### Long-Range Plans

Superintendents were asked whether their institution now has a long-range plan of at least five years which addresses its mission, other than the 6-year plan for compliance under PL 94-142. Of the career-bound group, 22 of 39 (56%) had long-range plans in addition to the 6-year plan; this was true for 11 of 17 (65%) in the

place-bound group. There was no significant difference between the two groups of superintendents indicating the existence of long-range plans in their institutions [ $\chi^2(2, N=56) = 0.61, p > .05$ ; see Table 9].

#### Initiation of Change

Superintendents were asked to list changes made in educational programs and community services in their organization since 1975. They were to designate who or what factor was responsible for initiating the change. Of a field of seven choices, two categories accounted for the greatest number of changes reported. These were superintendents and administrative staff. Third in rank was the teaching staff. No significant difference was found in the number of changes implemented as examined two ways, each by career orientation;

1. superintendents and administration staff; no significant difference was found [ $\chi^2(1, N=52) = .06, p > .05$ ]; and,
2. superintendents/administrative staff combined, and teachers; no significant difference was found [ $\chi^2(1, N=52) = 1.28, p > .05$ ]. See Table 10 for a listing of initiators of change in residential schools for the deaf.

#### Number and Career Orientation of Superintendents Hired since 1975 for Their First Superintendency

Career orientation did not distinguish superintendents in the number of individuals hired since 1975 in their first superintendent position [ $t(53) = 0.48, p > .05$ ]. The mean number of career-bound

Table 9

Programs Having Long-Range Plans of at Least Five Years

Status of Plans	Career-bound	Place-bound
Have long-range plans	21	10
Have no long-range plans	17	6
In process of developing long-range plans	1	1
Base	39	17

Table 10

Number of Changes Initiated by Groups

Groups	Career-bound	Place-bound
Superintendents	104	45
Administrative Staff	91	42
Teachers	39	18
Base	37	15

superintendents hired since 1975 was 1.2 (SD = 0.95) while for place-bound superintendents the mean was 1.4 (SD = 1.17).

In summary, the variables tested for significance relating to a superintendent's tendency to initiate organizational role change showed no statistical differences. These were the existence of long-range plans for the educational program, the superintendent as an initiator of change and the number of superintendents hired into their first superintendency since 1975. Null Hypothesis II cannot be rejected.

#### Null Hypothesis III

Null Hypothesis III states: "Superintendents of residential schools for the deaf cannot be differentiated in their teaching, research and service activities in higher education for purposes of training future colleagues."

The extent to which superintendents communicate their expertise to present and future colleagues was measured through questions asking whether they had (a) taught a course for at least a semester in higher education; (b) whether they had published articles in organizational journals, and the number; and (c) whether they had made presentations to professional organizations of which they are a member, and the number.

#### Teaching a College Course

In response to the question about teaching a college course for at least a semester, 44 of 56 superintendents responded affirmatively. There was no significant difference between career- and place-bound superintendents [ $\chi^2(1, N=56) = 0.20, p > .05$ ; see Table 11].

Table 11

Experience of Teaching College Courses\*

Courses	Career-bound	Place-bound
Have taught	31	13
Have not taught	7	5
Base	38	18

\*a semester or longer



### Publications in Organizational Journals

No significant difference was found between career- and place-bound superintendents for the experience of having published in an organizational journal [ $\chi^2(1, N=56) = 0.28, p > .05$ ]; see Table 12.

However, the number of publications of those superintendents who did publish revealed a significant difference in a direction opposite of what was expected [ $t(29, N=31) = 2.60, p < .02$ ]. The mean number of publications for career-bound persons was 5.7 (SD = 3.62) while for place-bound individuals the mean was 6.25 (SD = 3.15). See Table 12.

### Presentations to Professional Organizations

In response to the question, "Have you presented papers at professional organizations of which you are a member?", no significant difference was found between career- and place-bound superintendents [ $\chi^2(1, N=57) = 1.17, p > .05$ ]; see Table 12.

The number of presentations did not yield a significant difference [ $t(38) = .10, p > .05$ ]; see Table 12.

In summary, one significant variable was found which differentiated career- and place-bound superintendents: the number of publications was significantly greater for place-bound persons. Non-significant findings included the variables of teaching a college course, the experience of publishing material in professional journals, the number of published articles, the factor of making presentations to professional organizations in which the superintendent is a member, as well as the number of presentations made. These did not distinguish

Table 12

Professional Activity of Superintendents of Residential Schools  
for the Deaf

Activity	Career-bound	Place-bound
Publications (n = 56)		
Have published in organizational journals	23	8
Have not published in organizational journals	16	9
Range of Publications (n = 31)		
1 - 5	13	2
6 - 10	10	6
Presentations (n = 57)		
Have made presentations to professional organizations	23	14
Have not made presentations to professional organizations	16	4
Range of Presentations (n = 37)		
1 - 5	7	4
6 - 10	16	10

the career-bound group from the place-bound group of superintendents. Because one important variable in the area of professional contributions was the only one found to be significant, Null Hypothesis III cannot be rejected.

#### Null Hypothesis IV

Null Hypothesis IV states: "The career-bound superintendent assumes no more active role in the conference of Educational Administrators Serving the Deaf (CEASD) than does the Place-bound superintendent."

#### Professional Organization Activity (CEASD)

Superintendents were asked about their involvement in their professional organization through committee memberships and officer positions. The level of significance approached the acceptable level of significance [ $\chi^2(4, N=32) = 8.82, p < .10$ ]. The numbers reported indicate that of the total of 32 superintendents reporting these leadership positions, 8 (25%) career-bound and 3 (9%) place-bound superintendents reported having served only on a committee at one time. In the officer category, there were 16 (50%) career-bound and 5 (16%) place-bound superintendents, all of whom had also served on committees (Table 13).

#### Other Organizational Activity

Superintendents also were asked about their activity in community and professional organizations to compare tendencies for representation in groups other than their professional organization, CEASD. Whereas

Table 13

CEASD Committee and Officer Positions

Activity	Career-bound	Place-bound
Committee memberships	24	8
Officer positions held	16	5
Base	24	8

superintendents closely approached an acceptable level of significance in the leadership activities of the professional organization they hold in common, they did not indicate significantly different behaviors in their affiliation with other organizations in general. Significant differences were not found for the following:

1. national organization memberships [chi-square(6, N=43) = 8.30,  $p > .05$ ],

2. committee memberships held in national organizations [chi-square(8, N=37) = 3.74,  $p > .05$ ],

3. officer positions held in national organizations [chi-square(6, N=33) = 0.52,  $p > .05$ ].

Null Hypothesis IV cannot be rejected. No differences reached the level of significance and only one approached significance.

#### Final Summary

In review of the four null hypotheses, the first was not rejected. Significant findings supported the career orientation construct. First, the application of the definition of "career orientation" was found to discriminate the population of superintendents of residential schools for the deaf in approximately the same proportion as previous research (Carlson, 1972). The proportion in this study for career- and place-bound superintendents was 68% and 31%, respectively, while Carlson's findings were 65% and 35%. Further, six characteristics of career orientation were verified in the population of special education superintendents. These included the age at which the doctorate was earned, the number of years between the master's degree

and the doctorate degree, full-time attendance in the doctoral degree program, geographic mobility, and two attitudes of mobility. Finally, the frequency for which the doctorate degree is earned by the career-bound superintendent is triple that of the place-bound superintendent. However, the preponderance of variables did not reveal a significant difference between the two groups of superintendents; therefore, Null Hypothesis I could not be rejected.

Null Hypothesis II could not be rejected. There were found to be no significant differences among long-range plans in existence, initiators of change, or in the career orientation of superintendents hired since 1975.

Null Hypothesis III could not be rejected. Superintendents revealed no significant differences in the areas of teaching, research, and service as professional contributions, except for the number of publications in professional journals. That particular finding was in a direction opposite of what was expected.

Null Hypothesis IV could not be rejected; no statistically significant finding was obtained, although CEASD activity did approach a significant level ( $p < .07$ ) in revealing strong tendencies for leadership to be accepted more often by career-bound than place-bound superintendents.

## CHAPTER V

### Summary, Conclusions, Discussion and Implications

#### Summary

The importance of this study rests upon the assumption that changes within society at large impinge upon the functions of educational units. To remain vital, viable providers of services to children, these educational units must adapt to change by adopting changes.

Public Law 94-142, the Education for All Handicapped Children Act (1975), represents the most sweeping reform legislation for special education to date. No provider of special education services receiving federal funds is exempt from the law's provisions. Rare is the educational unit for children and youth from age 3 to 21 that has escaped some impact of this law. According to the least restrictive environment (LRE) provision of this law, handicapped children must be educated to the maximum extent appropriate with non-handicapped students. Only when the severity or nature of the handicap demands a more restrictive setting are the handicapped to be educated outside of the mainstream of regular education classes.

It was this legislation's impact upon both the public school sector and residential schools for the deaf nation-wide which necessitated important educational program changes. Change agents in the field of deaf education have advocated specific measures for the organizational role of the residential school for the deaf continuously since the passage of PL 94-142. As educational leaders

began to lead the process of redesigning the course their agencies were to follow, educational programs changed in scope: some expanded while others receded; in fact, there were programs that ceased to exist, and others that drastically changed programs to serve a markedly different population.

Who have been the leaders of the residential schools serving deaf children since 1975? To answer that question, this study sought demographic and attitudinal information about the executive leadership of these schools.

The theoretical construct used was career orientation (Carlson, 1962). Career orientation can be characterized as either career-bound or place-bound, and an individual is categorized by the way he pursues his career. If an executive position is obtained by moving into the position from outside the organization, an individual is categorized as career-bound. If that position is obtained by moving into it by rising from within the organization, the individual is categorized as place-bound.

Career- and place-boundedness have particular consequences for the organization, according to the construct as it has been applied in previous career orientation research (Carlson, 1972) of district school superintendents. The career-bound superintendent is expected to, and does, implement more changes than his place-bound counterpart. The place-bound individual can be depended upon to generally maintain the status quo of his predecessor. The common wisdom is that place-bound individuals are hired when changes are not desired. These



leaders have loyalties within their organization and are valued for their loyalty to the organization, as opposed to the career-bound executive whose loyalties are to the profession at large. What, then, is the career orientation of the leaders of deaf education organizations and what effect on organizational role change might career orientation have in the aftermath of PL 94-142?

These questions were explored by examining variables taken from previous research which explain more explicitly career orientation. The variables were selected using standards of previous research in career orientation and career development as found in the field of sociology. The variables were based on professional development trends in training, credentials held, contributions to the field through publications, presentations and teaching of college courses, and on career histories. Attitudes about mobility were measured and compared to behavioral patterns of geographic moves from one position to another. Institutional information was obtained regarding educational programs, services and changes in each. Examination of these variables was made to determine which ones strengthened the career- or place-boundedness of the career orientation construct.

#### Conclusions

Four hypotheses were tested for their relationship to the variable of career orientation (career- and place-boundedness) of superintendents of residential schools for the deaf. The directional research hypotheses and their findings are as follows:

1. Executives of residential schools for the deaf will exhibit career-bound and place-bound tendencies in the ratio of approximately 2 to 1, the same ratio as is found among public school superintendents, and will exhibit the following characteristics:

- a. Career-bound superintendents tend to commit earlier to the superintendency as evidenced by their obtaining more advanced degrees earlier in their careers and in full-time studies more often than place-bound superintendents, as well as holding more types of certification and entering the first superintendency position at an earlier age than place-bound individuals.
- b. Reference groups for career-bound superintendents tend to be external to the organization while for place-bound superintendents such groups tend to be internal to the organization.
- c. Place-bound superintendents tend to hold the position of principal prior to their first superintendency position more often than do career-bound superintendents.
- d. Salaries of career-bound superintendents tend to be greater than salaries of place-bound superintendents.
- e. Career-bound superintendents are more mobile than place-bound superintendents and superintendents in public institutions are more mobile than those in the private sector.

### Career Orientation Representativeness

The representativeness of career orientation of superintendents of residential schools for the deaf in this study is 68% career-bound and 31% place-bound. Findings related to the items listed above are as follows:

### Deaf Education Coursework by Degree Level

The degree level at which the deaf education was least represented was the bachelor degree level and most represented was the master degree level. Nearly half of the sample engaged in post-master degree work indicated no deaf education coursework taken at that level. The specialization in deaf education, therefore, usually precedes doctoral level studies. There were no significant differences between career- and place-bound individuals for deaf education courses taken at any degree level.

### Administration Coursework by Degree Level

Administration courses were taken most often at the master degree level, as indicated by 66% of the total respondents. At the doctorate level, these courses were indicated by 50% of the respondents. However, because most of the master degree level work also accounts for specialization in deaf education, the extent of concentration in administration courses is greater at the doctorate degree level. There were no significant differences between career- and place-bound persons for administration courses taken at the master and doctorate degree levels.

Certification Held, by Type: Teacher, Supervisor, Superintendent

Certification did not vary by career orientation in the categories of teacher, supervisor or superintendent credentials held by superintendents. The two credentials most often held are that of teacher and superintendent. Of the total respondent group of superintendents, 26% reported holding teacher certification and 36% reported holding superintendent certification. Supervisory certification was held by 12% of the respondents.

Age at Acquisition of Graduate Degrees

Career orientation showed a significant difference for the age at which the doctorate degree was earned, but not for the master's degree. For the doctorate degree the mean age was 34.5 for the career-bound superintendent, while for the place-bound it was 41.0. At the master degree level, the mean ages were 30.0 and 28.5, respectively.

Number of Years Lapsed between the Bachelor's and Master's Degrees

Both the career- and place-bound groups of superintendents earned the master's degree within an identical mean of 5.8 years of earning the bachelor's degree. Career orientation did not differentiate the groups.

Number of Years Lapsed between the Master's and Doctorate Degrees

A significant difference was found between career- and place-bound superintendents in the number of years between the master's and doctorate degrees. Career-bound individuals received their doctorate degrees an average of five years earlier than place-bound persons.

#### Full-time and Part-time Attendance in All Degree Programs

The only degree program in which full-time and part-time attendance differed by career orientation was in the doctorate degree program. The difference applied only to the full-time student status. Among the 18 career-bound and 6 place-bound superintendents holding doctorate degrees, 11 career-bound individuals attended doctoral programs full-time, while none of the place-bound group attended full-time.

#### Age of First Superintendency Position

Career orientation did not reveal a difference in the age at which individuals first accepted the superintendent position. Of the total respondents, more career-bound superintendents (35%) moved into that position between the ages of 30 and 39 than place-bound persons (11%). The 30-39 age range represented entry into the superintendency position for 46% of the total population. In the 40-49 age range, 39% of the total population entered the superintendency (23%, career-bound and 16%, place-bound.) Between 50-54, 7% of the respondents entered their first superintendencies after age 40, career-bound persons usually accept these positions before age 40, while for place-bound persons entry is usually after age 40.

#### Previous Positions Most Influential to Current Superintendency Position

While no one previously-held position was found to significantly influence the current positions of superintendents,

those most often mentioned were a previous superintendency in deaf education, teacher of the deaf, principal of a school for the deaf, and administrator of special education outside of a residential school for the deaf. Career orientation did not significantly differentiate these positions for influence.

Previous Positions Held in Deaf Education: Teacher, Supervisor, Principal, Administrative Assistant

Career orientation did not significantly identify the position of teacher, supervisor, principal or administrative assistant as positions held more often by one group of individuals than another. However, the position of principal was the only position found to have been held with equal representation by all superintendents. While more career-bound individuals have held the positions of teacher, supervisor, and administrative assistant, the place-bound individuals have held these positions to a greater extent than their representation in the population would indicate.

Position of Principal Held Immediately Prior to the Superintendency

The position of Principal was held by career- and place-bound groups the same number of times (4) immediately preceding entry into the superintendency. However, since the ratio of career-bound to place-bound superintendents is 2 to 1, the place-bound group is more representative of this characteristic than the career-bound group, even though no statistically significant difference was found.

### Salary Comparisons between Groups

Salaries were not significantly different between career- and place-bound groups. The mean salaries differed only by \$410.

### Inclinations toward Mobility

Geographically, career-bound persons were found to have a significantly greater mobility rate than place-bound individuals. The mean number of geographical moves preceding the superintendency for career-bound persons was 3.2, while for place-bound it was 1.5.

Attitudes toward mobility as measured in the "Career Development Statements" on the questionnaire were significant in only 2 of 12 statements to indicate that career-bound individuals have stronger inclinations toward mobility than place-bound persons. A third statement approached significance at the .09 level.

### Summary

Superintendents of residential schools for the deaf did follow the 2 to 1 ratio in career orientation which has been common to previous studies of public school superintendents.

There appear to be marked similarities between the two groups of superintendents in their formal education. While all superintendents hold at least one master's degree, less than half (31%) hold the doctorate degree. Concentration in special education coursework is primarily at the master degree level, while administrative coursework tends to be the area of concentration at the doctoral level. Certification did not appear

to truly represent the superintendents' reported areas of studies in special education, supervision and administration. More executives reported holding the superintendent certification than teacher or supervisory credentials.

Timing in the pursuit of the doctorate degree was a discriminating factor between career- and place-bound superintendents. The lapse of years between the master's degree and the doctorate degree and the mean age at which the doctorate degree was earned both indicated the career-bound individual moves faster to a higher and earlier conclusion of formal graduate-level training. One reason for this happening would certainly be the fact that career-bound individuals attend doctoral programs full-time, whereas place-bound persons participate on a part-time basis. These were significant findings for Hypothesis I.

Age of the first superintendency was not found to reveal a significant difference, nor were three variables relating to previous positions held. Salaries for the superintendency position did not discriminate career- and place-bound groups.

Actual geographical mobility throughout the careers of superintendents revealed a significant difference; career-bound were found to be mobile at more than twice the rate of place-bound superintendents. Two mobility attitude statements of 12 were found to be significant, with another approaching significance with  $p < .10$ .



Thus the manner in which career-bound individuals planned for an earlier completion of the doctorate degree than place-bound persons coupled with the greater mobility inclination of career-bound superintendents may indicate an earlier commitment on behalf of the career-bound individuals to achieve an executive position. Earlier commitment, however, did not translate into entry into the superintendency position at a significantly earlier age.

2. The executive leaders of residential schools for the deaf having a career-bound orientation indicate a greater tendency to plan for institutional change than do place-bound executives.

There was no significant difference between groups in their having in place long-range plans in addition to those already in place for compliance with PL 94-142.

Among changes instituted there was no significant difference between career- and place-bound groups in the number of changes implemented. The numbers reported followed the representativeness of career- and place-boundedness in the population.

Career-bound individuals who moved into their first superintendency in 1975 or after accounted for 44% of all responding superintendents; for place-bound superintendents, 18%. This did not represent a significant difference.

Thus, the lack of differences between superintendent groups were long-range plans, number of changes, and career orientation of superintendents moving into their first superintendency after 1975. These variables failed to discriminate career orientation

contributing to change implementation for this group for the past decade, 1975 - 1985.

3. Career-bound executives will tend to contribute more to the higher education training of future educators of the deaf through teaching, research, and service than place-bound executives.

There was only one significant difference relating to three areas of professional contribution: the number of publications was found to be significantly greater for place-bound than for career-bound superintendents. This finding was opposite of what had been expected. No significant differences were found in the teaching and service activities of superintendents when examined by career orientation.

4. Career-bound executives assume a more active role in their professional organization, the Conference of Educational Administrators Serving the Deaf (CEASD), than do place-bound superintendents.

CEASD committee memberships and officer positions held by superintendents approached a level of significance ( $p < .07$ ) but the measurement was not statistically significant for claiming differences between the two types of superintendent. However, of the total respondent group, 24 (41%) were career-bound and 8 (14%) were place-bound.

#### Discussion

Nearly 25 years after the theoretical construct of career orientation was conceived for one population of school administrators, that of district school superintendents (Carlson, 1962), it has been

applied to a different set of school executives. Its application to superintendents of residential schools for the deaf is unique. Research on career development for any group of special education leaders has yet to make its way into the literature. Further, just as deaf children represent a low incidence handicap in the population of America's youth, so do executives of residential schools for the deaf. The target population of 66 represents a group which is just beginning to be the focus of research which has occurred only since 1980 in the aftermath of PL 94-142.

One means of examining career trends and their consequences for a profession is the application of the career orientation construct to a particular group. This study's application of the career orientation construct found that educational executives distributed themselves in the same general proportion as occurred in data taken from a 1960 nation-wide survey of public school superintendents. From that survey Carlson (1962) found 65% career-bound and 35% place-bound individuals, the basis for comparison in this study. With a 68% career-bound and 31% place-bound representation in the present study, the career orientation construct generally follows the distribution which Carlson described. This is indicative of the manner in which educational executives, whether or not in special education, pursue the achievement of the highest hierarchical position in an educational unit. Roughly two-thirds of the superintendents move into their executive positions from outside the containing

organization, while about one-third ascend into the position from within the containing organization.

Several characteristics attributable to the career orientation construct were found to have significant statistical relevance. The manner in which superintendents are distributed in their approach to the highest hierarchical position within their institutions relates to various behaviors these individuals exhibit prior to their entry into the superintendency position.

In the area of formal training, all superintendents have at least one master's degree. Additionally, there are 24 superintendents with doctorate degrees. The age at which these 24 individuals completed their formal studies was a statistically significant finding and indicates that career-bound superintendents commit earlier to achieving the superintendency or a position requiring the doctorate degree. Career-bound individuals had a mean age of 34.5 for completion of the terminal degree, while place-bound persons earned their doctorate degrees a mean of 6.5 years later.

Two other aspects of earning the doctorate degree supports the earlier age at which career-bound superintendents complete their studies. One is the full-time status as doctoral students, a significant finding in this study, as opposed to part-time status. The other significant finding is the time lapse in years between the first master's degree and completion of the doctorate. For the career-bound group that time frame was 7.0 years, while for the place-bound group it was 12.0 years.

Considering the age at which superintendents first enter the superintendency, the 30-39 age range accounted for the greatest number of superintendents (20 career-bound and 6 place-bound), while the 40-49 age range was next (13 career-bound and 9 place-bound); however, this difference of age in first superintendency did not reveal the level of significance expected. The career-bound group, which acquires doctorate degrees at an earlier age, in full-time studies and within closer range of the master's degree than the place-bound group, appears to have a purposeful behavior pattern in career development. With the career-bound group exhibiting a greater representation in the first superintendency at the 30-39 age range, they appear to plan actively for achieving a goal sooner than the place-bound group.

Completion of studies at the doctoral level in part-time status at a later age is indicative of a place-bound orientation of waiting for an opportunity within the same institution without a sense of needing to rush the completion of a doctoral program. While completion of a doctorate degree after entry into the superintendency may be helpful in subsequent moves, the absence of the degree has no negative effect on entry into the position initially. The proportion of master's degrees representing the highest degree earned is 59% of the population in this study.

The population of superintendents in residential schools for the deaf do not prepare differently in content areas of study. At the bachelor degree level, 64% majored in education. Special

education content in the field of hearing impairment tended to be taken at the master degree level, except for second master's degrees, in which 10 of the 11 were in the area of administration.

Second master's degrees among administrators in the field of deaf education were attributed to one graduate training program in 8 of 11 cases: the National Leadership Training Program at California State University at Northridge. This program is designed to train individuals, both hearing impaired and hearing, for leadership positions in the field of deafness. The emphasis in that program is administration. Four of the eight individuals in the CSUN program subsequently earned doctorate degrees. Two were in special education administration, one in education administration and one in instructional technology. Three of these were career-bound attending full-time, one was place-bound attending part-time. This sub-group of individuals holding second master's degrees and continuing on for doctorate degrees appears very much like the larger group of superintendents as to degrees held, concentration of content areas studied and full-time, part-time status in doctoral degree programs.

Administration was the content area for most of the doctoral degrees. Superintendents regardless of career orientation tended to enroll in administration courses, building on the special education content taken at the master degree level.

The population of superintendents of residential schools, then, appear to be a relatively homogenous group in the area of professional preparation.

By definition, the career-bound individual is differentiated from the place-bound person by the factor of mobility. The two groups in this study are comparable in the mean number of years they have served as superintendent, differing only by 0.9 of a year (22.5 and 23.4, respectively). However, the career-bound group indicates the frequency of geographical moves for all positions in deaf education other than the move into the superintendency to be greater than twice the rate of place-bound superintendents, a mean of 3.2 and 1.5, respectively. This supports the concept of career orientation, which makes an observation of mobility only at one level, that of entry into the superintendency position.

Mobility attitudes were measured by an instrument designed for use with a population of district school superintendents. It was subsequently used by Carlson (1972). While the Career Development Statements on the questionnaire failed as an instrument to differentiate the two superintendent groups, two attitude statements revealed significant results and one approached a level of significance out of a total of 12 statements. Wording of the statements makes responses difficult because of double negatives, or the possibility of a tendency to forget to follow the direction to respond "as you agree with the statement". Item analysis revealed 66% of the responses within each of the two groups to be in the predicted direction.

Mobile superintendents tend to move among public residential schools more than private ones. Career-bound superintendents tend to be employed in the public schools while the private sector tends to employ more place-bound than career-bound individuals.

Reference groups for superintendents were expected to vary for career- and place-bound superintendents by the nature of groups as internal or external groups. Career-bound individuals in previous research (Hickcox, 1966) have been found to have external groups as reference groups and place-bound persons, internal groups. In this study, however, reference group did not differ significantly for either career- or place-bound individuals. The closest indication to significance was found in a direction opposite of what was expected. Career-bound individuals tended to regard their administrative staff and the hearing impaired community, both of which were designated in this study as being internal reference groups, as having more influence on their job performance than did the place-bound group. The fact that superintendents in this study did not indicate significant reference groups as a function of the career orientation construct may be indicative of the homogeneous nature of the superintendents as a group who, as has been seen already, are alike in their professional preparation.

Influential positions previously held was another factor failing to reveal significant differences for these superintendents. However, place-bound superintendents tended to name the teacher of the hearing impaired position and assistant to the executive in a school for the deaf as being more influential to their present position than did career-bound persons, who indicated administrator of special education, a position external to the school for the deaf. This finding may serve to indicate the tendency of place-bound individuals to perceive



the path to the superintendency as one which includes passage through hierarchical positions being more important than do career-bound individuals. Again, this supports the premise of the career orientation construct which contends that career-bound individuals are oriented around profession, and place-bound around the institution.

Another premise of career orientation is that the career-bound individuals are more likely to institute change and that, in fact, they are depended on to implement change when new to an organization. However, no significant differences were found in this study supporting that contention. Again, the failure to find significant differences between career- and place-bound individuals may be a consequence of the homogeneity of the group in their preparation for their careers. Yet another reason may be that all superintendents regardless of career orientation believed changes in educational programming and services to be essential to the very survival of their institutions. This had been the claim of their professional organization, the Conference of Educational Administrators Serving the Deaf (CEASD). Society demanded changes in special education in the past decade and superintendents responded, regardless of career orientation.

While homogeneity of the population's career preparation combined with an external impetus for change may account for the inability to differentiate between career- and place-bound administrators, another factor may be equally accountable. The operational definition of change used in this study, self-reported changes implemented since 1975 translated into number of changes implemented, may have been too limiting to differentiate between the two groups of superintendents. Beyond this

exploratory study, another focus on the nature, magnitude or innovativeness of changes implemented may reveal significant differences when discriminating by career orientation.

Three aspects of professional activity serving to train future colleagues which are common to higher education, i.e., teaching college courses, publication activity and presentations to professional organizations, were examined. One of these produced a significant difference according to career orientation: number of publications.

The level of activity in the professional organization common to all superintendents in this group, CEASD, was examined to determine if career orientation distinguishes by the professional-institution dichotomous nature of its definition. Superintendents were asked about their service to the organization through committee memberships and officer positions held. A near-significant level of acceptance (.07) was found to indicate that career-bound superintendents tend to be more active in the leadership of their organization than place-bound individuals.

To summarize, then, superintendents of residential schools for the deaf do distinguish themselves by career orientation in some ways predictable by the construct, yet in other ways they do not. It was earlier suggested that the reason they do not may be a consequence of similarity in the areas of content of study they pursue in higher education and the fact that in the past decade changes were demanded of all elementary and secondary educational institutions receiving federal funds. Here we have two features of the profession that should indeed be common to all superintendents. One involves formal preparation for entry into a profession, while the other involves a mandate issued

by federal legislation. While content of study was not a major area predicted to reveal significant differences in this study, the factor of change in relation to PL 94-142 was expected to show significant differences. Given several other findings in which superintendents were similar, such as credentials held, reference groups and professional activity common to higher education for the purpose of making information available to future colleagues, it is understandable how the total group of superintendents was able to implement change at a similar rate.

The significant differences found in this study relate to the manner in which superintendents distinguish themselves in their preparation for their careers, their mobility inclinations, and publication activity in professional journals. The career-bound superintendents earn the greater portion of the doctorate degrees and complete their formal studies as full-time students at an earlier age and with a narrower lapse of time between the master's degree and the doctorate degree than place-bound superintendents. The career-bound also are mobile geographically at approximately twice the rate as the place-bound. The career-bound publication and leadership activities of the superintendents distinguish them from the place-bound group in job related activities.

Apart from what this study revealed about its population, per se, factors discovered to be supportive of the premise of career orientation are several. First, the distribution of superintendents as career-bound and place-bound moving into the superintendency parallels that of district school superintendents surveyed previously. Second, commitment to achieving an executive position at an early age was evidenced by the

manner in which career-bound superintendents pursued their formal preparation. Third, career-bound individuals were, in fact, more mobile than place-bound persons not only at the superintendent level, but throughout their careers. Fourth, the influence of previous positions held on present superintendent positions indicated the career-bound tendency to relate to positions external to the residential school for the deaf and thereby a professional stance, while place-bound individuals indicated influential positions previously held to be positions internal to the residential setting, thereby indicating a perception of institutional influence. Finally, the level of leadership activity within the professional organization, CEASD, supported once again the emphasis on the professional nature of the career-bound group. Together, these factors identified in the population of superintendents of residential schools for the deaf support the career orientation definition identified by Richard O. Carlson nearly a quarter of a century ago.

#### Implications for Future Research

The career orientation construct was used as a means of obtaining information about the way superintendents in special education pursue their careers. Information was gathered in an attempt to understand their professional development, their job mobility including attitudes toward mobility, as well as their professional contributions to their professional organization, their own institutions and to the edification of colleagues. It sought to determine who was responsible for implementing organizational role changes subsequent to PL 94-142. All of these substantive areas

were examined to determine if differences exist. While some differences do exist within the population of superintendents of residential schools, they did not account for the nature of change activity in these special schools in the past decade. As has been suggested, this may be a consequence of a federal mandate for change. Therefore, future research using career orientation as a construct for discriminating factors of change might avoid issues in which change is mandated, especially by legislation.

The similarities of formal preparation for a career where degree areas are concerned, and thus certification, suggests a homogeneity within the population that may have contributed to an inability to find differences in the rate of changes implemented. In future research where a relationship between career orientation and change implementation is the focus of the study, it is recommended that an executive group be selected that has the likelihood of diversity of formal preparation, such as those in higher education.

Further, the definition of "change" should be operationalized for measurement purposes, thus going beyond only the frequency data of changes implemented used in this study. By examining various aspects of change, such as the nature of changes implemented, their innovativeness or their magnitude, significant differences between career- and place-bound superintendents may be obtained. In this exploratory study, only the self-reported number of changes since 1975 were included. Subsequent research might focus solely on the concept of change implementation and career orientation of superintendents of residential schools for the deaf.

It is suggested that future research of superintendents of residential schools for the deaf in which the implementation of change of educational program or service delivery is a primary focus might incorporate some methodological approaches not included in this study. For example, interviews of executives could yield information not obtained by the survey technique with its inherent limitations. Further, surveys and interviews of staff members could provide additional information dimensions to data obtained from executives. A case study of career- and place-bound superintendents might be conducted as a follow-up to initial research in order to provide more substantive analyses to specific issues.

The suggestion that future research examine a different executive group, one having diversity of formal education preparation, may find that such diversity relates also to diversity in the influence of previous positions held. The same might apply to reference groups; both may have potential to influence change. By extension, diversity in professional affiliations may provide broader approaches to problem solving and change implementation. Getzels et al. (1968) pointed out the dynamic relationship between cultural values, institutional expectations and personalistic dispositions. The executive who reaches beyond the confines of the institution will likely be influenced by other milieus and may be more inclined to institute change, as was a finding of Hickcox (1966).

One different executive group to which the construct of career orientation might be applied is yet another special education group

of executives for comparisons and contrasts with deaf education administrators and public school superintendents. Another group not studied by career orientation is that of presidents of higher education. Until this study the career orientation construct had been used as a means for studying only the population of district school superintendents. This study has substantiated several of the claims for differences within a professional group made in previous research, thereby rendering the career orientation construct a possibility for the basis of studies used with other educational executives. Given the increasing tendency for presidents in higher education to come from positions outside the field of education, the construct of career orientation may serve to identify trends relating professional preparation and experience of executives of academic institutions to the implementation of change. In fact, the application of the career orientation construct to higher education was a recommendation made by a noted scholar of education administration, Roald F. Campbell nearly 25 years ago in the preface to the work in which Carlson first presented the career orientation construct. It is time for someone to pick up the challenge.

APPENDIX A

SURVEY INSTRUMENT:

"CAREER ORIENTATION OF EXECUTIVES IN EDUCATION OF THE DEAF"



## CAREER ORIENTATION OF EXECUTIVES IN EDUCATION OF THE DEAF

In the decade of the 1980s administrators are facing many decisions concerning their own futures as well as those of their institutions. This study is a way for you to assist in increasing our knowledge about administrators' unfolding careers in the pre- and post-Public Law 94-142 eras. Please answer all questions. If you wish to comment on any question or qualify your answers, use margins or a separate sheet of paper. Your responses on all items are important and strictly confidential. Do not sign your name on the questionnaire.

### Formal Organization

1. What is your current administrative position? \_\_\_\_\_  
(title)
2. Is your educational program (circle number of your answer)
  - 1 public
  - 2 private
3. Does your educational program hold current accreditation from the professional organization of the Conference of Educational Administrators Serving the Deaf? (circle number)
  - 1 yes - full accreditation
  - 2 yes - provisional accreditation
  - 3 no

### Regarding Mission:

- 4a. Has your school altered its mission in terms of clientele served since 1975? (circle number)
  - 1 yes
  - 2 no
- 4b. If "yes", please explain:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### Regarding Educational Program:

- 5a. Have educational program changes occurred in your school since 1975 to provide alternatives for the population served? (circle number)
  - 1 yes
  - 2 no

5b. If "yes" was your answer to 5a, indicate briefly the nature of the change since 1975 regarding educational programs such as infant, preschool, elementary, secondary, or multihandicapped:

WHAT CHANGED?	INITIATED BY					YEAR OF CHANGE	IS PROGRAM CHANGE STILL IN EFFECT?		
	Legislative	Mandate	Court Order	Superintendent	Admin. Staff		YES	NO	Year Ceased
EDUCATIONAL PROGRAMS:									

COMMUNITY SERVICES:

(CHANGES SINCE 1975 such as diagnostic, consultant, counseling services; resource center, research activities, continuing education for deaf adults or cooperation with higher education in the training of future professionals.)


5c. Does your institution cooperate in research endeavors with researchers from inside or outside the school? (circle number)

1 yes

2 no

If yes, with what types of groups?

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6a. Other than the 6-year plan for compliance under PL 94-142, does your institution now have a long-range plan of at least 5 years which addresses its mission? (circle number)

- 1 yes
- 2 no

6b. If you answered yes to 6a above, what administrative areas does it cover? (circle numbers of as many as apply)

- 1 personnel
- 2 facilities
- 3 educational programming
- 4 other: \_\_\_\_\_

6c. What year did or might your institution implement such a plan?

Year: \_\_\_\_\_

### Formal Training

Next, information about your educational background will provide important data relating to the professional development of educational administrators. Please list your earned degrees. (If you are currently in a degree program, please indicate this under the year column.)

7.	Institution and State	Primary Field	Year of Degree	Full/Part Time
Bachelor's	_____	_____	_____	_____
Master's	_____	_____	_____	_____
C.A.G.S. (Certificate of Advanced Graduate Study)	_____	_____	_____	_____
Doctorate	_____	_____	_____	_____
Endorsement/ Certification	_____	_____	_____	_____

8. What program(s) provided coursework specifically geared toward the following areas? (please check that which applies)

### HEARING IMPAIRED

### ADMINISTRATION

	All	Most	Some	None	All	Most	Some	None
Bachelor's								
Master's								
Doctorate								

9. What certifications/endorsements do you currently hold? (circle numbers for all applicable certifications/endorsements)

State-Level Teacher Certification:

- 1 Elementary Education
- 2 Secondary Education

Special Education:

- 3 Hearing Impaired
- 4 Speech Pathology
- 5 Emotional Disturbance
- 6 Mental Retardation
- 7 Visually Impaired
- 8 State Supervisory Certification
- 9 State Superintendent Certification
- 10 Other \_\_\_\_\_

Professional Certification:

- 11 Council on Education of the Deaf (CED)
- 12 American Speech, Hearing & Language Association (ASHA)
- 13 Other \_\_\_\_\_

Professional Activity

Information about how leaders contribute to the development of their profession is helpful in understanding how they chart their careers.

10. In what organizations (community and professional) are you an active member?

Name of Organization	Officer Position Held, past or present	Committee Memberships Held, past or present

11a. Have you published in organizational journals? (circle number)

- 1 yes
- 2 no

11b. If yes, please indicate approximate number of articles: (circle number)

- 1 2 3 4 5 6 7 8 9 10 or more

12a. Have you presented papers at professional organizations of which you are a member? (circle number)

- 1 yes  
2 no

12b. If yes, please indicate approximate number of presentations: (circle number)

- 1 2 3 4 5 6 7 8 9 10 or more

13. Did you ever teach a college course for one term or longer? (circle number)

- 1 yes  
2 no

14. How influential do these categories of individuals tend to be in your job performance? (circle one number for each item)

	Low				Very High
Your Administrative Staff	1	2	3	4	5
Higher Education Personnel	1	2	3	4	5
Supt. of Residential School for the Deaf	1	2	3	4	5
Local Education Administrators	1	2	3	4	5
Board Members	1	2	3	4	5
Parents of the Hearing Impaired	1	2	3	4	5
Teachers of the Hearing Impaired	1	2	3	4	5
Hearing Impaired Community	1	2	3	4	5
State Education Agency Administrators	1	2	3	4	5

### Professional History

Your work history will provide relevant information for a collective view of career paths of special education administrators. Please list all paid professional positions (educational or otherwise) you have held, beginning with your current position. (Include any part-time, jointly held, or acting positions, but do not include graduate-assistant/internship type work.) If you need more space, please attach an additional sheet or the relevant part of your resume.

15.	POSITION	INSTITUTION OR ORGANIZATION	STATE	LEVEL (Elem.) (Sec.) (Sp. Ed.)	YEARS From - To

(Continued on the next page)

15 CONTINUED:

POSITION	INSTITUTION OR ORGANIZATION	STATE	LEVEL (Elem.) (Sec.) (Sp. Ed.)	YEARS From - To

16. What one previous position held has been most important to your present position? (circle one number)

- 1 Teaching of general education
- 2 Teaching of hearing impaired children
- 3 Teaching of other special education children
- 4 Supervisor of special education

(Area: \_\_\_\_\_)

5 Administrator of special education

(Area: \_\_\_\_\_)

6 Other: \_\_\_\_\_

17. Was your predecessor in the superintendency position promoted to that position from (circle number)

- 1 Inside the school
- 2 Outside the school
- 3 Unknown

18. What are your opinions about the following career development statements?  
(place a check mark in the yes or no column AS YOU AGREE WITH THE STATEMENT)

CAREER DEVELOPMENT STATEMENTS	YES	NO
1. The increased pressure would make me hesitant to move to a superintendency with more responsibility.		
2. I would advise a young person entering the superintendency to find a satisfactory position as soon as possible and remain there until retirement.		
3. A superintendent who plans to get ahead in the profession must be willing to move his/her family.		

18.	CAREER DEVELOPMENT STATEMENTS	YES	NO
4.	If I had started a major project in my school, I would feel an obligation to remain in the school until its completion even if I were offered a much better job.		
5.	A person owes it to himself/herself and family to watch constantly for better job opportunities.		
6.	My career plans have always been to advance to more important superintendencies.		
7.	The job should come before family for a superintendent in the decision to move elsewhere.		
8.	Career success for the school superintendent does not necessarily involve moving from school to school.		
9.	A superintendent who has his/her mind on a better position for himself/herself can not do justice to the present job.		
10.	I would not move to a better job if I felt such a move would be detrimental to the school in which I am now employed.		
11.	I would not let my friendship ties in a community stand in the way of moving on to a better superintendency.		
12.	It is difficult to name truly successful superintendents who have not held two or more superintendencies during their careers.		

#### Personal Background

Information about your personal background will provide the basis for a profile of the special education administrator in charge of hearing impaired programs. As above, all information is confidential and will not be identified with your name.

19. Date of Birth Month: \_\_\_\_\_ Day: \_\_\_\_\_ Year: \_\_\_\_\_

20. Place of Birth City: \_\_\_\_\_ State: \_\_\_\_\_

21a. Are you hearing impaired? (circle number)

- 1 yes
- 2 no

21b. If yes, did you attend a residential school? (circle number)

- 1 yes
- 2 no

21c. If you are hearing impaired, did you attend public day school classes? (circle number)

- 1 special education classes, self-contained
- 2 day school for the hearing impaired
- 3 general education classes, with resource assistance
- 4 general education classes, without resource assistance

Thank you for taking the time to make your viewpoint known  
and for providing data relative to your career history.

Please return the questionnaire in the enclosed stamped  
envelope. If you would like a copy of the results of this  
study, please write your name and address on the back of  
the return envelope.

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CAREER ORIENTATION OF EXECUTIVES IN EDUCATION OF THE DEAF

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#### ABSTRACT

Superintendents of residential schools for the deaf were the subjects of a study to determine what effects career orientation had on the implementation of role changes in their educational organization since the passage of Public Law 94-142 in 1975. Career orientation is a construct concerned with whether an individual succeeds to an executive position from a lower rank within the hiring institution from the inside (place-bound) or from outside that institution (career-bound).

Prior to this study career orientation had only been examined in terms of superintendents of public school districts where the variable was found to identify a 2 to 1 ratio of career-bound to place-bound representation of the population. Various characteristics explaining behaviors were identified to support the career orientation construct. The current study examined the role of career orientation among top administrators of one type of residential school to determine the applicability of the construct to a different population of school administrators and to determine the extent to which it would differentiate between groups of superintendents in educational institutions that have been wrought with change in recent years.

The study incorporated the use of the mailed questionnaire to a target population of 66 administrators of residential schools for the deaf. There were 58 (88%) useable surveys returned. Significant differences were found among career-bound and place-bound superintendents in residential schools for the deaf. First, career- and place-bound

superintendents were found in the same ratio as public school superintendents, 2 to 1. Second, superintendents with differing career orientations also had significant differences in: age of completion of doctorate degree, full-time attendance in doctoral programs, number of years lapsed between master's and doctorate degrees, geographical mobility, attitudes of mobility, and publication rate. However, implementation of institutional change did not show significant differences between the two groups of superintendents varying in career orientation.

It was concluded that the many similarities in educational preparation and professional behavior between the two groups may account for similar administrative behavior. Further, the 1975 mandate for change was applicable to all educational programs receiving federal funds. Therefore, changes were important to nearly all educational administrators.

One recommendation emerging from this study was that the concept of career orientation be applied to another group of educational leaders with a greater likelihood of difference in educational preparation. Further, it was recommended that the relation between career orientation and change implementation be studied further in a context free of legislative mandate to allow more expression of individual style and behavior.